

# **COMMUNITY LIBRARY**

## **NEEDS ASSESSMENT**

**HIGHLAND, CALIFORNIA**

Developed by:

The City of Highland  
San Bernardino County Library  
San Bernardino City Unified School District  
Providence Associates  
STK, Inc.

# NEEDS ASSESSMENT

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## **1. OVERALL EXECUTIVE SUMMARY**

### **A. Narrative Overview of Needs Assessment**

#### **The Urban/Rural Divide**

The City of Highland is a small, new, progressive suburban community, on the perimeter of major urban areas, but still containing rural elements of agriculture, equestrian areas, and open land, bordered by a national forest watershed and a river. Easy access to three major freeways brings distant employment within easy reach of commuting residents.

#### **Population Growth**

Because of its desirable location, the population will have gone from about 12,500 in 1970 to a fully built-out city of more than 77,000 residents by 2020, a total growth of 458%. Just from 1980 to 2000, population grew more than 93%, and will have grown another 59% between 2000 and 2020.

#### **Age and Condition of Library**

Highland has had a library since 1899. The library has evolved to a pivotal community resource and gathering place where 44,605 residents, just a part of 98,000 well-documented regional patrons and more than twice the city's population, are served by a collection of only 68,000 items. Built in 1974 as a commercial office building, the current library has remained unchanged for 28 years, making it woefully inadequate to meet the needs of a growing contemporary and diverse community. The condition of the library borders on deplorable, a victim of wear and tear by patrons on the inside and nature on the outside. Space has long been overfilled, leaving the library without meeting rooms, children's programming space, adequate and ADA compliant rest rooms and aisle space, no storage capacity, poor visual supervision, almost no public reading space in the periodicals section, poor lighting and acoustics, energy-guzzling HVAC equipment in need of repair or replacement, and deteriorating carpet, walls, and ceilings due to water incursion.

#### **Needs of Residents**

Through a comprehensive Needs Assessment process, residents and community members have told us that they want a new library, more space, safe, secure, and accessible by public transportation. They also want more and better resources – books and other materials, programs, activities, and services. Parents, students, teachers and school administrators want specific facilities and resources at the library such as Homework and Career Centers to better serve the educational and life-long learning needs of students of every age. They also want literacy and family programs, and, of course, they also want the latest technology – computer hardware and software to explore the Internet as well as to help with learning, research, and preparing homework, resumes, letters, essays, and projects of all types.

#### **K-12 Population**

Four elementary schools enrolling more than 3,000 students in the city will be served under a Cooperative Agreement, and one of those schools will be co-locating its library in the new facility to serve its 850 students.

#### **Proposed Project**

Through the extensive efforts of the City, County Library, and the San Bernardino City Unified School District, a proposed new facility has been designed to address the current and future needs of the community for full library services. Initiated by a federal appropriation from the U.S. EPA, the City's architectural firm created a sustainable library design that exemplifies energy conservation and resource applications. The new library will be constructed to meet or exceed Title 5 Field Act and Title 24 building requirements to the

extent that the building will be commissioned and certified to meet the U.S. Green Building Council's LEED (Leadership in Energy Efficient Design) Standards. It will extensively utilize recycled or reused materials, provide extensive use of natural light, employ a rooftop landscape as natural insulation as well as for programming space, and promote such building technology to the regional library community.

### **Environmental Learning Center**

Following the lead of the ALA's efforts on Libraries Building Sustainable Communities, this new library resource responds to the specific identified needs of the educational community, including students and parents, for information and skills related to environmental subjects and issues. San Bernardino County has 5 EPA Superfund clean-up sites; one was within a mile of the proposed library. With adjacent forestland, watershed, air and water pollution, and waste management issues affect the community daily, creating needs for information and education on many environmental subjects.

Environmental problem solving activities are being connected to state learning standards in science, social studies, math and language arts. According to the Info Brief "Environmental Education: Moving Into The Educational Mainstream" published by the Association for Supervision and Curriculum Development (ASCD) "current evidence supports the premise that, compared to traditional educational approaches, environmental-based education improves academic performances across the curriculum." The study found that schools with integrated environment lessons across the curriculum performed higher on standardized tests. However, the report notes, only 18 states have Environmental Education curriculum requirements, and only nine states require teachers to receive any training in Environmental Education methods as part of their certification. Our local schools have few resources for teacher training or classroom support in environmental matters.

### **Electronic Technology**

**Technology workstations** – More workstations in the library (tables, carrels, counters, office systems) will be available for the public of all ages to use while operating any kind of library-provided electronic or audiovisual technology such as personal computers, computer terminals, on-line public access computers, audio and video units, ADA adaptive technology, and microform readers.

**Shared Electronic and Telecommunication Library Services** - Shared library electronic and telecommunication services will be expanded and continue to provide for the sharing of electronic equipment and resources that complement the curriculum of K-12 students. Services will include Wide-Area Network connections between the public library and public schools, collaborative electronic resource database licenses and related training, collaborative catalog access, shared circulation systems and related training.

### **Community Demographics and Financial Capacity**

API scores for two of the four schools to be served are at the lowest Level 1; one school is at Level 2. The city has 28,000 people under age 35. Only 19% of the population holds professional, executive, or managerial positions. Only 1 in 10 residents hold a college degree (AA or higher). The community has a significantly higher percentage of Hispanic, Latino and/or Mexican residents (37%) than either state or national figures.

Since incorporation, the city has maintained a debt-free policy and status. No projects are built until all money is available, and the city has no debt. The County Library will continue to operate and finance the new branch through growing property taxes and supplemental funding. The School District will contribute financially through annual book budget allocations for materials and other equipment and staffing contributions.

## **2. NEEDS ASSESSMENT METHODOLOGY**

### **A. Executive Summary – Needs Assessment Methodology**

The San Bernardino County Library involved the Highland community in several ways in determining the needs of the residents of the library service area. The County Library conducted focus groups, administered surveys, and held community, small group, and one-to-one meetings. Among the organizations that were involved were The Highland Chamber of Commerce, The Highland Senior Center, and the Friends of the Library. In addition the County Library held a stakeholders meeting, which consisted of the City Manager, Assistant City Manager, Director of Community Development, County Librarian, Environmental Learning Center Project Manager, and the Superintendent of the San Bernardino City Unified School District.

### **Methods of Community Input**

The methods used in eliciting community input came mainly from the tabulation of 400 surveys, which were developed with the assistance of the library-consulting firm, Providence Associates Inc. Focus groups and one-to-one meetings also provided valuable needs data.

San Bernardino County Library sent out three different general library surveys. One survey, which was also posted on the San Bernardino County Library web site, was for the general population of library users and non-users. Questions asked of library users consisted of how often they visited the library, what they liked, and what improvements or changes they would like to see. The non-library users were asked why they didn't visit the library and what could be done in order for them to become a library patron.

The next survey targeted the teachers and staff in the local public schools. The teachers and staff were asked what their likes and dislikes were about the library with regards to supporting school research and projects. They were asked what kinds of programs and projects the library could help support and what kinds of resources should the library provide in order to support those projects.

The third survey polled middle school and high school students about what they wanted and needed in the library. The students were asked what they needed to help them with homework and research, if they thought a career center would be beneficial for them, what hours should library be open, and what kinds of materials they would like to see in the library.

### **Subject Matter Specialty Surveys**

Another set of four surveys were developed by the library's environmental librarian to assess the priorities for programs, resources, materials and activities related to environmental learning, for the development of the Library's Environmental Learning Center. Surveys included additional general questions related to overall library services and resources. Surveys were received from teachers, principals, school administrators, students and parents. A special survey and focus group was used with the teachers at Cypress Elementary School to assess needs for the co-located school library.

Each focus group was asked the same four questions. How many in attendance used the library? What did they like about the Library? What do they feel the library should provide for the community? Did they support enlarging the existing library facilities?

With each question asked, lively discussions lead to other suggestions for library programs and improvement in services.



## **B. Community Involvement**

Library needs assessment is a regular reoccurring process for the County Library. In 2000, San Bernardino County Library hired Providence Associates Inc., a private consulting firm, to develop a Facility Master Plan for the 28-branch system. It includes recommendations for all of the cities and is a source of information critical to the Needs Assessment.

During 2001, Providence Associates conducted several focus groups in Highland for their report. One was conducted with a variety of key community leaders, including representatives from the City of Highland, Library staff, Friends of the Library, the Literacy Coalition, patrons, non-users and community members. In addition, the Library conducted a second special focus needs assessment in the community to gather priority information for a planned Environmental Learning Center. This Center will operate as a subject matter specialty in conjunction with K-12 public schools in the library service area, the co-located Cypress Elementary School Library, and other participating schools in the region. This needs assessment consisted of four surveys, focus groups, and one-to-one interviews with interested representatives from a broad spectrum of the community.

## **C. K-12 Public School Involvement**

Highland contains two school districts. Redlands Unified School District serves the newer eastern portion of the city with two elementary schools within city boundaries. Students at the middle and high school levels who reside in the eastern portion of Highland also attend schools located in Redlands, about 8-9 miles away. San Bernardino City Unified School District operates four elementary schools within city limits, and an additional 20 schools within 4 miles of the proposed library site. Because of size and proximity, a cooperative agreement for a joint venture and co-located library was developed with San Bernardino City Unified School District initially. Based on expressed interest, another cooperative agreement will be developed with the Redlands Unified School District later on in the project.

The initial priority for the public schools is the co-located library for Cypress Elementary School, and joint venture services for Cypress, Warm Springs, Thompson, and Lankershim Elementary Schools.

Meetings, focus groups, and survey responses included schoolteachers, library personnel, principals, district administrators, students from k-12, parents, the PTA Council, and the School Board.

## **D. Methods used to elicit community Input**

The City of Highland with the assistance of the San Bernardino County Library staff formed a committee to develop a variety of methods to obtain input from the community. Naturally, library users were an important part of the community, but people who did not use the library were also important. Active participation was garnered from students, parents, caregivers, school personnel, seniors, local business and service organizations. The framework for obtaining public opinion included the use of surveys, focus groups, one-to-one interviews, and presentations at community meetings.

### 3. COMMUNITY ANALYSIS

#### A. Executive Summary – Community Analysis

Like many cities in California, Highland has experienced a huge growth in population since the 1980. In the last 20 years, population has increased by 93.3%. All 44,605 citizens of Highland currently enjoy the affordable housing and suburban lifestyle. The population is expected to reach 70,751 by the year 2020. The city motto has long been “Come home to Highland”.

#### Demography

Most of the statistical information for the demographics was taken from the 2000 Census and California State Agencies. Highland is, on average, somewhat similar to State and national demographics. The noticeable differences are as follows:

- Low but slowly increasing **average API scores of 576** (2001 base) for the four elementary schools in the city. On a scale of 1-10 with 10 being highest, **Highland’s 4 schools rank 1,1,2,7. The proposed co-located school ranks 1.**
- **A 10% Poverty rate** is lower than the **State rate (16%)** and the **national rate (13.30%)**.
- **Per capita income is \$16,281**, lower than **State (\$16, 409)** and **national levels (\$21,690)**.
- **The average Literacy rate at Level 1 is 22% for Highland**, equal to the **State level (22%)** but lower than the **national level (24%)**.
- **The Unemployment rate is 5.1%**, lower than the **State (6.1%)** and **national rate (5.5%)**.
- **63% of the population is under 35 years old.**
- **Less than 1 in 4 residents are in Executive, Managerial or Professional Occupations.**
- **Median Property Value is only \$116,471**, well below the **State (\$195,500)** and **national averages (\$179,100)**.
- **Only 9% of residents hold a postsecondary degree (Associates, Bachelor’s or Graduate)** compared to the **State (35%)** and the **national (32%)** figures.

#### Agencies

Growth management and providing expanded service needs within tight budget constraints are discussion topics for the city and all of the agencies that support Highland. Those agencies are:

- City Council
- City Management and Staff
- Chamber of Commerce
- San Bernardino City Unified School District
- San Bernardino County Library

When the city incorporated in 1984, the 10,104 sq ft County Library was housed in its current location that is a renovated commercial office building. The City Hall was established down the street in a former funeral home. The City of Highland now provides all

services directly or as a contract city (Police and Fire). The City has two goals within the framework of providing a high quality of life for its residents:

- One is to attract business to provide more of a balance between residents and business,
- The other is to ensure a highly educated labor force to attract those businesses.

The City wishes to expand Library services by building and maintaining a “new home” for the Library. They value the expertise and highly rated County Library staff and wish to continue supporting the San Bernardino County Library in providing excellent Library service.

In addition, the City values the School District’s ability to recognize the needs of the students and provide additional support to the community by adding to the Library service and providing specific educational opportunities. This will allow the stakeholders to do what they do best.

The San Bernardino City Unified School District has 53 schools within its jurisdiction and is struggling to keep up with the classroom demands. The District needs to capitalize on every educational opportunity they can participate in. They have actively engaged in developing and approving the Library Joint-Use/Co-Location Cooperative Agreement with the County and City to participate in meeting those needs expressed through the community surveys.

The San Bernardino County Library has been operating their branches under reduced budgets for the past ten years. In addition, the library does not fall under the county jurisdictional “Capital Improvement or Renovation Budgets”. They are committed to providing library service as best they can but are seeking partnering opportunities with each of their branch city agencies to continue to meet the needs of the growing communities by expanding library services.

## **B. Government Agencies and Key Individuals**

As the San Bernardino County Library has discovered unmet needs for increased Library service for Highland so has the City. The City and County Library have frequently convened meetings with the following Project Stakeholders to evaluate the needs of the community and opportunities for developing responsive resources. This group consists of a cross-section of professionals from various areas of expertise, as follows:

<u>Organization/Title</u>	<u>Name</u>
<b>City of Highland</b>	
City Manager	Sam Racadio
Asst. City Manager	Joe Hughes
Director of Community Development	Rick Hartmann
Economic Development Specialist	Kim Stater
Building Official	Jay Shields
<b>San Bernardino County Library</b>	
County Librarian	Ed Kieczkowski
County Library Facility Manager	Patricia Laudisio
Regional Manager	Cheryl Erickson
Highland Branch Manager	Harriet Foucher
Project Manager	Pete Deyo
<b>Consultants</b>	
STK, Inc. Project Architect/Manager	Camille Acton
STK, Inc. Project Designer/Cost Estimator	Paul Frick

## **C. School Agencies**

San Bernardino City Unified School District is one of the largest governmental employers in the city, providing public education services for kindergarten through senior high school and adult school students. The district encompasses 41 elementary schools, seven middle schools and four high schools. In addition, the district operates two continuation high schools, one alternative education center, and one adult school.

In 2002, the District is providing services to 52,031 students. The school district has been juggling portable classrooms to accommodate the expanding and shrinking student populations in both elementary, middle and high school segments. As the state cannot provide stable sources for funding, the district is behind in constructing and upgrading facilities to accommodate the growth in the area.

The lack of funding for construction of new schools has become reality for most school districts. In order to provide an environment that is conducive to quality education, the school district continues to seek means of financing new facilities. Other methods of supporting the current teaching environment are sorely needed.

Through a Cooperative Agreement, the district is providing curriculum support programs and resources for multiple joint-use activities as well as a co-located library for one elementary school. Equipment, books and time will be donated by the school district to

support these activities. The Joint-Use and Co-Located Library services realized from the Needs Assessment process include:

- A Co-Located Library for Cypress Elementary School, which is located directly across the street from the proposed new library site. Cypress Elementary School is a K-6 school with 850 students. It scores in category 1 for API scores, making it eligible for Emergency Assistance and Immediate Intervention under state education regulations. The school library at Cypress consists of 9600 items in a standard 30' x 30' classroom with tables and chairs for 34 students. It is open Monday through Friday from 12:30 to 3:30 PM, and serves classes on a rotating basis. Three classes per day visit the school library, returning and selecting two books for a two-week period. Each class is allotted 20 minutes for this exchange process. The number of books and students translates to one book per student per week, during the school year. Forty percent of the collection dates to 1974, and no inventory breakdown by book category is kept, as one library clerk operates the library 15-hour per week, utilizing an IMAC computer and Alexandria software. The library is overcrowded, and there is no more room for additional books. The library clerk works from a stand-up counter, as there is no room for a desk. There are no student access computers in the library.

The planned new library contains a Children's Library containing 42,243 items and occupying 5,480 square feet of floor space. The existing Cypress collection will be integrated and cross-catalogued with the County Library collection, and new books will be supplied by the school district, per the Cooperative Agreement. The library clerk will be stationed at the new facility, and visiting classes will have additional staff support from the library. Additional time at the library will be programmed for students, and they will be able to select 3-5 items per 3-week cycle between visits.

- A Subject Specialty Learning Center focused on Environmental Learning that provides comprehensive, in-depth resources, materials, programs, activities and services geared to K-12 curriculum requirements, in an interactive, experiential model that addresses the multiple intelligences of children. Visual, audio, tactile and other sensory experiences will be linked to informational resources in the library in a variety of traditional and leading edge methods.
- A Computer Center for public use and K-12 classes geared to assist with student learning activities, utilizing electronic resources and educational technologies. Classes offered include basic, intermediate, and advanced classes in computer literacy, Internet access and use, and computer literacy classes for students, families and/or caregivers. Special classes for seniors and retirees include e-mail applications.
- A Family Literacy Center that houses materials and provides space for one-to-one tutoring and small group instructional activities for K-12 students, families and caregivers. Materials and services focus on reading and writing English, and development of lifelong learning skills. Computers and specialized software will be available, along with after-school, evening and weekend literacy programs.
- A Homework Center staffed by school and library volunteers, to provide a quiet, supportive environment for students to perform required research, study and homework assignments. Curriculum materials, including copies of textbooks, will be provided by the school district in accordance with the Cooperative Agreement. The library will provide curriculum-related temporary reserve and limited circulation collections, as determined by teachers. The library will also provide instruction in

basic research skills, designated student time for computer use, support tools such as web site lists and bibliographies, and after-school classes.

- A Career Center that focuses on materials for career development and life-long learning for all ages. Resource information on jobs, careers and educational programs will be maintained in support of careers, vocations, and advanced schooling. Classes will be provided on resume preparation, on-line posting, and interviewing techniques.
- Shared electronic and telecommunication services are provided for the co-located library and all other schools via Internet catalog access. Database licenses and training will also be provided.

All of these programs focus on the specific needs identified in the community assessments to augment the services to students.

District representatives on the project team include:

#### **San Bernardino City Unified School District**

Superintendent	Arturo Delgado
Asst. Superintendent	Don Bean
Director Facility Planning	Mike Sanchez
Board Members	Teresa Parra
	Lynda Savage
PTA Council President	Sergio Noe
Cypress Elementary School Principal	Arlan Anderson
Cypress Elementary School Teachers	Shelley Walsh
	Pat May
	Jacque Irons
	Stephanie Parsons

#### **Schools Served:**

**GREEN = CO=LOCATED SCHOOL LIBRARY**

**RED = ADDITIONAL PRIMARY SERVICE SCHOOLS**

**BLUE = SECONDARY SERVICE SCHOOLS**

**BLACK = TERTIARY SERVICE SCHOOLS**

#### **ELEMENTARY SCHOOLS**

<b>Name</b>	<b>Street</b>	<b>City</b>	<b>State</b>	<b>Zipcode</b>
Arroyo Verde	7701 Church Street	Highland	CA	92346
Cram	29700 Water Street	Highland	CA	92346
<b>Thompson</b>	<b>7401 Church Ave</b>	<b>Highland</b>	<b>CA</b>	<b>92346</b>
<b>Lankershim</b>	<b>7499 Lankershim St</b>	<b>Highland</b>	<b>CA</b>	<b>92346</b>
<b>Warm Springs</b>	<b>7497 Sterling Ave</b>	<b>San Bernardino</b>	<b>CA</b>	<b>92410</b>
Victoria	1505 Richardson St.	San Bernardino	CA	92408
Cole	1331 Cole Ave	Highland	CA	92346
<b>Cypress</b>	<b>26825 Cypress St</b>	<b>Highland</b>	<b>CA</b>	<b>92346</b>
Del Rosa	3395 Mountain Ave	San Bernardino	CA	92404
Emmerton	1888 Arden Ave	San Bernardino	CA	92404
Fairfax	1362 Pacific Ave	San Bernardino	CA	92404
Highland-Pacific	3340 E. Pacific Ave	Highland	CA	92346
Monterey	794 E Monterey Ave	San Bernardino	CA	92410

Oehl	2525 Palm Ave	Highland	CA	92346
E Neal Roberts	494 E Ninth St	San Bernardino	CA	92410
Barton	2214 Pumalo St	San Bernardino	CA	92404
Belvedere	2501 E Marshall Blvd	Highland	CA	92346

### **Middle Schools (Public)**

Serrano Middle School  
3131 Piedmont Drive  
San Bernardino, CA 92404

Clement Junior High  
501 East Pennsylvania Avenue  
Redlands, CA 92374

### **High Schools (Public)**

Redlands  
840 East Citrus Avenue  
Redlands, CA 92373

San Andreas  
3232 Pacific  
Highland, CA 92346

San Gorgonio  
2299 E. Pacific Avenue  
San Bernardino, CA 92346

Redlands East Valley  
31000 East Colton Avenue  
Redlands, CA 92374

### **Private Schools**

Saint Adelaide School (K-8)  
27487 E. Baseline  
Highland, CA 92346

Banner Elementary School  
2626 East Pacific  
Highland, CA 92346

Day Harvest Christian Academy  
26200 East Date Street  
Highland, CA 92346

## **D. Community Organizations**

### **Community Organizations Served:**

AARP (Lakewood)	Highland Historical Society
Adoption Services (SBC)	Highland YMCA
American Legion Post 421	Inland Mediation Board
Area Agency on Aging	Highland Palms Healthcare Center
Assistance League of (S.B.)	Highland Senior Center
Boys and Girls Club Headstart	Inland Area Native Am. Assoc.
Boy Scouts of America	Inland Career Center
Child Abuse Prevention	Kiwanis International
Child Protection Services	League of Conservation Voters
C.O.P.S.	League of Women Voters
East Highland Ranch (HOA)	Lions Club
Easter Seal Society	March of Dimes
Frazee Community Center	Mobilehome Housing Solutions
Friends of the Library	Mothers against Drunk Driving
Girl Scouts of America	NAACP
Highland Environmental Education Coalition	Pregnancy Counseling Center
Highland Literacy Coalition	Youth Accountability Board

### **Other Community Service Agencies:**

Chamber of Commerce	Highland Community News
The Sun	The Press Enterprise
Cal's Disposal	Jack's Disposal

### **Service Needs of Community Organizations**

Throughout the Needs Assessment process, it was made apparent that meeting space, large and small, is a fundamental community need. Groups such as the Friends of the Library, Literacy Coalition, Environmental Coalition, C.O.P.S. (Community-Oriented Problem Solvers), Chamber of Commerce, Scouts, Historical Society, and Youth Accountability Board have historically depended upon the community library for meeting rooms.

Many of these same organizations would utilize an arts and crafts room, if one were available. The Chamber of Commerce has asked the library to offer Chamber-sponsored computer classes for small businesses, and hobby groups such as the Chess Club and Genealogical Society need meeting space for their activities. Space for after-school activities would positively impact the missions of many of these community organizations. Schools also need space for special programs, research, study, meetings, conferences, workshops and other group gatherings. Quiet space for testing, assessment, and counseling is needed by a number of these organizations, along with specialized reference and collection materials related to their function.

Most of these organizations produce newsletters or other public information literature, as well as conduct training and workshops on a variety of topics, indicating a need for material display space as well as special use meeting space.



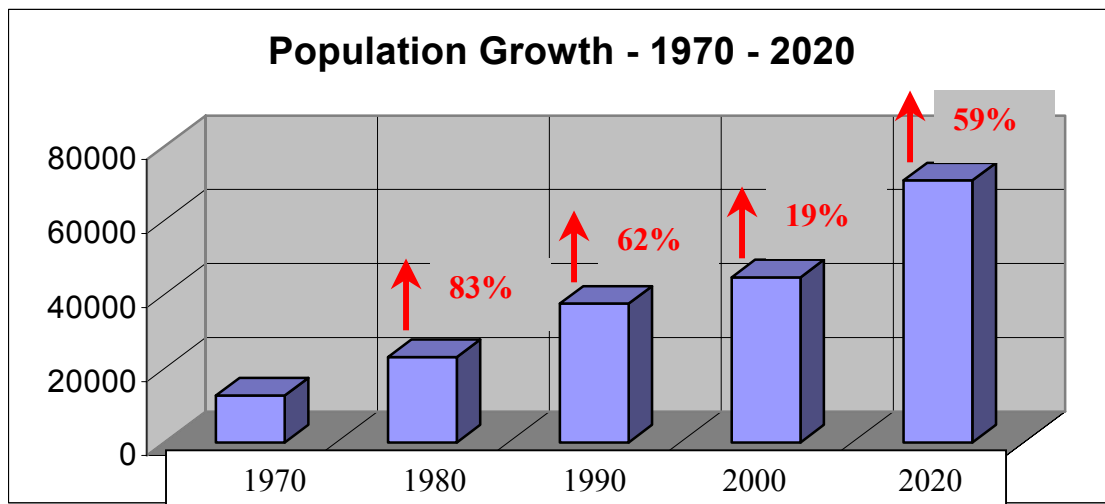
The ability of the library to support the numerous and various needs of community organizations is directly reflected in the perception of the library in the community. The level of cooperation, support, and resource use that these organizations provide are a vital component in the dynamic mix of interactions across all library programs, services, resources and materials.

## E. Demography

### 1) Population characteristics

Table 1 shows the city population and growth from 1970 through 2020 (projected).

**TABLE 1**



### 2) Demographic Data and Analysis (compared to state and national norms)

DEMOGRAPHICS	City of Highland	State	National
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API	3)	4-school average	577.5	N/A	N/A
Elementary School Rank	API	State			
Cypress	518	1			
Warm Springs	480	1			
Lankershim	560	2			
Thompson	752	7			
Poverty Rate			10.34% 2)	16% 2)	13.30% 2)

Per Capita Income	\$16,281.00	\$16,409.00	\$21,690.00
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<b>Literacy Rate</b> (Percent at Level 1)	<b>22 %</b>	<b>22 %</b>	<b>24 %</b>	<b>4)</b>
<b>Unemployment Rate</b>	<b>5.10% 2)</b>	<b>6.10% 2)</b>	<b>5.50% 2)</b>	
<b>Population composition by age</b>	<b>44,605</b>	<b>33,871,648</b>	<b>273,643,274</b>	
Under 5 Years	4,225	2,486,981	18,897,100	
5 to 9 Years	4,895	2,725,880	20,483,498	
10 to 14 Years	4,448	2,570,822	20,566,160	
15 to 17 Years	3,599	1,466,146	N/A	<b>1)</b>
18 to 20 Years	1,753	984,742	18,895,344	<b>1)</b>
21 to 24 Years	2,723	2,381,288	17,238,273	
25 to 34 Years	6,291	5,229,062	38,823,780	
35 to 44 Years	7,086	5,485,341	44,342,850	
45 to 54 Years	5,445	4,331,635	37,337,894	
55 to 59 Years	1,754	1,467,252	13,250,343	
60 to 64 Years	1,254	1,146,841	10,694,698	
65 to 74 Years	1,784	1,887,823	18,108,981	
75+ Years	1,103	1,707,835	15,004,353	
<b>Population 16 + by Occupation</b>	<b>35,477</b>	<b>13,996,309</b>	<b>115,681,202</b>	
Executive and Managerial	3,945	1,939,417	14,227,916	
Professional Specialty	4,566	2,057,087	16,305,666	
Technical Support	1,238	527,367	4,257,235	
Sales	4,321	1,690,007	13,634,686	
Administrative Support	6,695	2,319,459	18,826,477	
Service: Private Household	57	95,059	521,154	
Service: Protective	841	235,799	1,992,852	
Service: Other	4,275	1,402,919	12,781,911	
Farming Forestry and Fishing	451	382,369	2,839,010	
Precision Production and Craft	4,431	1,548,625	13,097,963	
Machine Operator	1,348	797,300	7,904,197	
Trans. And Material Moving	1,728	480,057	4,729,001	
Laborers	1,476	520,844	4,563,134	
<b>Median property Value</b>	<b>\$116,471.00</b>	<b>\$195,500.00</b>	<b>\$79,100.00</b>	
<b>Population 25+ by Educational level</b>	<b>50,996</b>	<b>20,742,859</b>	<b>177,562,899</b>	
Elementary (0-8)	6,982	2,220,857	12,328,762	
Some High School (9-12) No Diploma	3,379	2,346,559	20,364,795	
High School Graduate (12)	5,380	4,262,593	52,427,005	
Some College (13-15)	4,514	4,675,437	36,456,924	
Associates Degree Only	1,909	1,534,821	11,493,115	
Bachelors Degree	1,706	3,664,975	28,563,252	

**Source:** U.S. Census Bureau,  
Census 2000 Summary File 1,  
Matrices P3, P4, PCT4, PCT5, PCT8,  
and PCT11.

- 1) Population includes 15 thru 20 years
- 2) Reflects February 2002 Monthly Estimates from the Department of Finance
- 3) Three of the four schools, including the proposed co-located school, qualify for Emergency Assistance/Immediate Intervention, as they rank among the lowest ranked schools in the state.
- 4) Synthetic Estimates of Literacy, Portland State University  
<http://www.casas.org>

## F. Analysis and Discussion of Community Characteristics

### ETHNIC DEMOGRAPHICS

	HIGHLAND		CALIFORNIA		NATIONAL	
		% of total		% of total		% of total
<b>Total Population</b>	<b>44,605</b>		<b>33,871,648</b>		<b>281,421,906</b>	
White	25,089	<b>56%</b>	20,170,059	<b>60%</b>	211,460,626	<b>75%</b>
Black or African American	5,403	<b>12%</b>	2,263,882	<b>7%</b>	34,658,190	<b>12%</b>
American Indian and Alaska Native	581	1%	333,346	1%	2,475,956	1%
American Indian	366	1%	220,657	1%	1,865,118	1%
Asian	2,740	6%	3,697,513	<b>11%</b>	10,242,998	<b>4%</b>
Filipino	784	2%	918,678	3%	1,850,314	1%
Vietnamese	900	<b>2%</b>	447,032	<b>1%</b>	1,122,528	<b>0%</b>
Other Asian category	363	1%	314,902	1%	1,061,646	0%
Some other race	8,307	<b>19%</b>	5,682,241	<b>17%</b>	15,359,073	<b>5%</b>
Two or more races	2,333	5%	1,607,646	5%	3,826,228	1%
Two races including Some other race	1,210	3%	854,761	3%	3,001,558	1%
Two races excluding Some other race, & 3 or more races	1,123	3%	752,885	2%	3,824,670	1%
Two races excluding Some other race	975	2%	658,405	2%	3,366,517	1%
Hispanic or Latino (of any race)	16,342	<b>37%</b>	10,966,556	<b>32%</b>	35,305,818	<b>13%</b>
Mexican	13,397	<b>30%</b>	8,455,926	<b>25%</b>	20,640,711	<b>7%</b>
Puerto Rican	245	<b>1%</b>	140,570	<b>0%</b>	3,406,178	1%
Other Hispanic or Latino	2,632	6%	2,297,774	7%	10,017,244	4%

**Source:** U.S. Census Bureau,  
Census 2000 Summary File 1,  
Matrices P3, P4, PCT4, PCT5, PCT8,  
and PCT11.

## **Community Vision**

Highland will provide the benefits and amenities of a suburban community while maintaining a small town quality. We envision a community with a rural atmosphere designed for families to live and pursue a high quality of life and be proud to be a part of Highland. The City of Highland will be economically secure, will work with adjacent communities to ensure an overall balance of housing, commerce and industry, and will establish equilibrium between urban and rural settings. Through the creation of a distinct and separate identity, the City will have regional recognition as a community that provides for the unique needs of its citizens and balances those needs for the common good of all.

## **Community Character and Image**

Historically, the City of Highland was recognized as a commercial, industrial community focused around the citrus industry. Since the early 1940s, due partly to the decline of the citrus industry and the conversion of orange groves to housing tracts, the City of Highland has been typified as a suburban residential community. This “bedroom community” image has brought many people to the City seeking housing types ranging from apartments to large-lot custom homes. Highland’s picturesque surroundings, due primarily to its location in the foothills of the San Bernardino Mountains, its suburban atmosphere, employment opportunities, services available in surrounding communities, and numerous housing opportunities have made the City a desirable community in which to live.

Over time, however, the City has seen the decline of many of the areas which once gave the community charm. Therefore, Highland is also seen as a city in transition from a suburban small-town heritage to a modern community. Unfortunately, the pains of growth and change in the community are not always ideal for the City’s image. Transition in some areas has proven to be difficult, and has tarnished the City’s community image. Due largely to the age of development, many of the residential areas in the west end of the City are in need of infill developments on underutilized parcels, preservation of the existing well-maintained neighborhoods, or rehabilitation. The City also suffers from the lack of identifiable transitions from one land use to the next. This is especially true in the area north of the Norton Air Force Base, where multi-family residential land use has been mixed with industrial, commercial developments, and vacant parcels.

Since incorporation, however, the City has made substantial efforts to improve the image of the community, including special efforts in areas that show signs of decline. Efforts made to establish an historic district, Ward Street rehabilitation and preservation, and development of new zoning and signage standards, are setting the framework from which a positive community image can be built.

Planned growth and the development of the Foothill Freeway will undoubtedly change the current community character. The new freeway will not only emphasize the separation of the west from the east, but also, the development focus may change from residential development in the eastern portion of the City to commercial development adjacent to the freeway. By defining the specific aspects of the community’s character which are worthy of preservation, and identifying the focus of the community for the

future, the General Plan can serve to protect the area's character, while permitting desirable forms of growth to occur.

### **Community Plan and Design**

Certain areas within the City of Highland are rural in character, and residents enjoy the keeping of horses on equestrian estates.

The Highland community has a rich history, much of which is represented in the Highland Historic District. In order to protect the historic character of this District, and to provide for the revitalization of this area, an HISTORIC VILLAGE DISTRICT (HVD) category has been created.

Base Line is a major commercial arterial in the City and is key to the stability and vitality of Highland's economy. Many of the commercial parcels along Base Line are too narrow and too shallow to be efficiently used for retail endeavors. In addition, the Base Line corridor suffers from poor urban design and does not give the appearance of being a successful commercial boulevard.

The Santa Ana River Wash, City Creek, and other sensitive areas within the City encompass significant environmental values, as well as present significant hazards.

The City recognizes the preservative of agricultural lands within the Greenspot Sphere as commercial operations if possible, or within residential developments if not. Within the Greenspot Sphere, lower densities are utilized to protect agricultural lands, scenic resources and topographic features.

The City contains several regionally important river and stream channels. The Open Space and Conservation Element contains policies to protect valuable water ways both from their flood control value as well as for the vegetation and wildlife communities they support

The State is presently experiencing its seventh year of drought. To reduce dependence on imported water, the Open Space and Conservation Element contains policies to reduce domestic and business-related water use, and to encourage the expanded use of reclaimed water for appropriate uses.

To reduce its dependence on limited resources, the Open Space and Conservation Element contains policies on energy conservation, and alternative energy resources, fuels, and systems.

The South Coast Air Basin is considered to have some of the poorest air quality in the nation. To reduce local and regional air pollutant emissions, the Open Space and Conservation Element contains policies designed to reduce vehicular trips and miles, which in turn reduce vehicular emissions. Policies include public transit, bicycle and pedestrian access, and public information programs.

The disposal of solid waste has become not only a local but also a regional, state and national concern during the past decade. To minimize the production of municipal wastes, as well as to comply with recent changes in state law, the Open Space and Conservation Element contains policies to promote the reduction of solid waste sources,

recycle waste materials that would otherwise require landfill space, and promote public awareness of solid waste problems and potential solutions.

The City contains various open vistas and natural views. The Open Space and Conservation Element contains policies to preserve natural views, preserve scenic beauty, and provide open spaces, for outdoor recreation while protecting health and safety.

Several of the large washes and stream channels within the City contain regionally significant construction aggregate resources. The Open Space and Conservation Element contains policies to preserve remaining mineral resources where appropriate based on various environmental constraints.

The City of Highland faces a significant potential threat from seismic activity that could produce surface rupturing, ground shaking, ground failure, and liquefaction.

The transport, storage, use and/or the accidental release of hazardous materials represent a potentially serious threat to public health and safety. The General Plan contains policies aimed at preventing accidental release, limiting the transport of these materials through sensitive areas, and limiting land uses that utilize these substances.

The Circulation Element provides for a local transportation network that will meet the needs of the various land uses proposed, a balance among private vehicle, public transit, bicycle, and pedestrian circulation to meet the unique need of moving people and goods in and around the City of Highland.

#### 4. ANALYSIS OF LIBRARY SERVICE NEEDS

##### A. Executive Summary - Service Needs

###### General Library Services:

**87% of the Needs Assessment participants felt that a larger library facility was essential to the community.**

**A comparison of survey groups shows the common priority resources and services requested by respondents are as follows:**

RESOURCES/SERVICES REQUESTED	GENERAL PUBLIC	STUDENTS	TEACHERS	Average
Location convenient to public transportation	46%			46%
More books and materials	38%	58%		48%
Homework Center	33%	28%	34%	48%
More Computers	23%	30%	46%	33%
More Internet access	23%	22%	54%	33%
Study Rooms	22%	33%		28%
More videos		25%		25%
More music CDs			44%	44%
More magazines			39%	39%
More info. on homework assignments			39%	39%
More Books on Tape			22%	22%

**A comparison of survey groups shows the common priority needs of the library, as reported by respondents as follows:**

TOP LIBRARY NEEDS	GENERAL PUBLIC	STUDENTS	TEACHERS	Average
Large parking area w/adequate lighting	63%	40%		52%
Location convenient to public transportation	46%	25%		36%
More books and materials	38%	58%	31%	42%
Homework Center	33%	28%		31%
Large Meeting Room	30%			30%
More Internet access	23%	22%	54%	33%
More computers	23%	30%	46%	33%
Study Rooms	22%	33%	29%	28%
Used Bookstore	21%	23%		22%
School textbooks in Reference		27%		27%
More videos		25%		25%
More homework assignment information			39%	39%

Focus group participants identified **Strengths** of the current library that are necessary to maintain. These related primarily to elements of service community interaction such as staff service, library materials, programs, literacy tutoring, Internet access and training, and student assistance.

**Weaknesses** identified were almost exclusively related to the physical condition and space limitations of the current library. General space, accessibility, location, transportation, quality of patron environment, lighting and acoustics, lack of meeting space, safety and security concerns topped the list, followed by open hours and days.

**The top 20 priorities for the Environmental Learning Center are:**

- |   |   |
|---|---|
| 1. Outdoor exhibits and displays                      | 11. Environmental discovery room  |
| 2. Gardening programs and activities                  | 12. Environmental poster, poetry, essay, art & activity progs. & contests |
| 3. Environmental talks & demonstrations               | 13. Environmental slide shows, movies, videos, multi-media events         |
| 4. Trail walks & nature encounters                    | 14. GPS Workshops   |
| 5. Xeriscaping programs & demonstrations              | 15. Temporary environmental exhibits that change periodically             |
| 6. Environmental educational games                    | 16. Environmental activities & classes for families                       |
| 7. Native plant workshops                             | 17. Two hour local environmental field trips                              |
| 8. Environmental theater, puppet shows, concerts K-12 | 18. Environmental reference and research materials                        |
| 9. Teacher's book reservations                        | 19. Storytelling programs for K-4   |
| 10. ½-day local environmental field trips             | 20. Environmental computer simulations                                    |

Cypress Elementary School teachers prioritized the following for a co-located library:

<b>Library Services:</b>			
1. Curriculum-integrated resource materials, exhibits, displays, activities			
2. Teacher's book reservations and deliveries			
3. County-wide library general catalog remote access, acquisition delivery			
4. Curriculum-related print & computer resources, interactive CD-ROM & databases			
5. Expanded fiction and nonfiction book resources – number and currency			
6. Curriculum-related bibliographies, web site lists, pathfinders, other support tools			
7. Environmental periodical collection			
8. Expanded library access hours and staff support			
<b>Environmental Learning:</b>			
1. Remote classroom w/ wet lab, outdoor amphitheater, field research station			
2. Environmental classes & activities for K-12 students			
3. Weather station			
4. Environmental classes & activities for teachers			
5. Environmental videos			
6. Environmental theater, puppet shows, concerts K-12			
7. Greenhouse			
8. Fossil display			
9. Environmental talks & demonstrations			
10. Recycling program demonstration area			
<b>Computers:</b>			
1. Computer literacy programs for students, families, caregivers			
2. Access to computer resources & Internet			
3. Computers and software to improve reading and writing skills			
4. Interactive environmental curriculum support software			
5. Full range of computer literacy classes			



## 2) Impact on Library Plan of Service

The Library Plan of Service has been developed in response to the previous identified priorities. Goals and Objectives have been developed in response to the expressed needs of the various community interests that participated in the Needs Assessment process, and will be implemented as funding is developed for a new comprehensive and technologically advanced community library.

### B. In-depth analysis of the library service needs based on the findings of the Community Library Needs Assessment

#### Focus Groups

The City of Highland in conjunction with San Bernardino County Library conducted a total of **six** focus groups. Youth, seniors, civic leaders, parents, caregivers, local business representatives and school district staff shared opinions regarding library service. The focus groups included representation for the following:

Friends of the Library  
Literacy Coalition  
Chamber of Commerce  
Women's Club  
YMCA  
YWCA  
Kiwanis  
City of Highland  
Library staff

The focus groups were an important part in the needs assessment process. Individual responses shared with other attendees sparked the discussion to define the collective concerns of the community. A summary of the ideas, suggestions and requests from all of the focus groups follows.

The following responses were offered as **strengths** of the current library:

- Staff is always helpful
- Preschool story-time is a very positive service
- Young Adult Group keeps young people active in the library
- Friends of Library Group is always active helping raise money and promoting the library
- Inter-library loans are a helpful service
- Intra-library loans and the request system are nice services; not available at patron's previous library
- Lots of books for the beginning reader
- Computer staff is very helpful, unlike libraries used in another state
- Programs for children and youth
- Internet access
- Books, magazines, videos
- Lifelong learning
- Literacy tutoring

- Extension of the schools
- Reference resources
- Staff and their knowledge
- Library as community center

The following responses were offered as **weaknesses** of the current library:

- Parking space
- Inadequate driveway entrance, too narrow
- Not enough comfortable places to read, need overstuffed chairs or couches
- More publicity to inform the library non-users
- Building is shabby, old-looking, not a welcome site to visit
- Drab un-inviting colors
- Inadequate meeting area
- Access from only one side of the building but parking lot is on two sides
- Lack of natural light
- Hours not long enough; would prefer staying open until 9 or 10 and on Sundays
- More open hours for the computer lab
- Better security for the parking lot
- Graffiti is a problem both inside and out: city covers outside graffiti quickly
- Transportation to the library is a problem
- Students use the internet but are ignoring the reference and non-fiction collection
- Readers are distracted by other electronic media and read less because of it
- Newer building would be more of an attraction to non-users

**Physical changes** in the building that were recommended include:

- Skylights to make the inside more comfortable, daylight, save on lighting
- Comfortable chairs and lounging area
- More storage for donations, equipment, supplies
- Area for loud teens or children insulated from other library users
- Children's room or area
- Children's furniture
- A setting more relevant to young families
- More exciting atmosphere for teens; not so boring

## Surveys

Several varieties of surveys were developed with the assistance of Providence Associates Inc. The survey instruments included:

- a general survey for users and non-users
- a student survey for grades 6 – 12
- a school personnel survey
- an on-line survey

In addition, the library's environmental education specialist developed surveys specifically for the Environmental Learning Center subject matter specialty area, which included additional items related to the overall library operation. Survey versions were developed for students, school personnel, senior citizens, library patrons, and the general public. A

special survey was used with the Cypress Elementary School teachers to determine program and resource priorities.

Surveys were randomly distributed at the Branch Library during different two-week time frames, about a month apart, to reach the largest possible number of library visitors. However, in order to reach the non-users of the library, the surveys were also available at City Hall, the Senior Center, and the YMCA. Library staff made presentations and delivered or administered surveys at the Chamber of Commerce, the Kiwanis Club, the Highland Senior Center, the Women’s Club, the Highland Democratic Club, the PTA Council, the Board of Education, Cypress Elementary School, the Highland Community-Oriented Problem Solving group (City officials, public and private school principals, and Police Department representatives), Highland Friends of the Library, Highland Literacy Coalition, and Highland Environmental Education Coalition. In all, more than 400 completed surveys were collected.

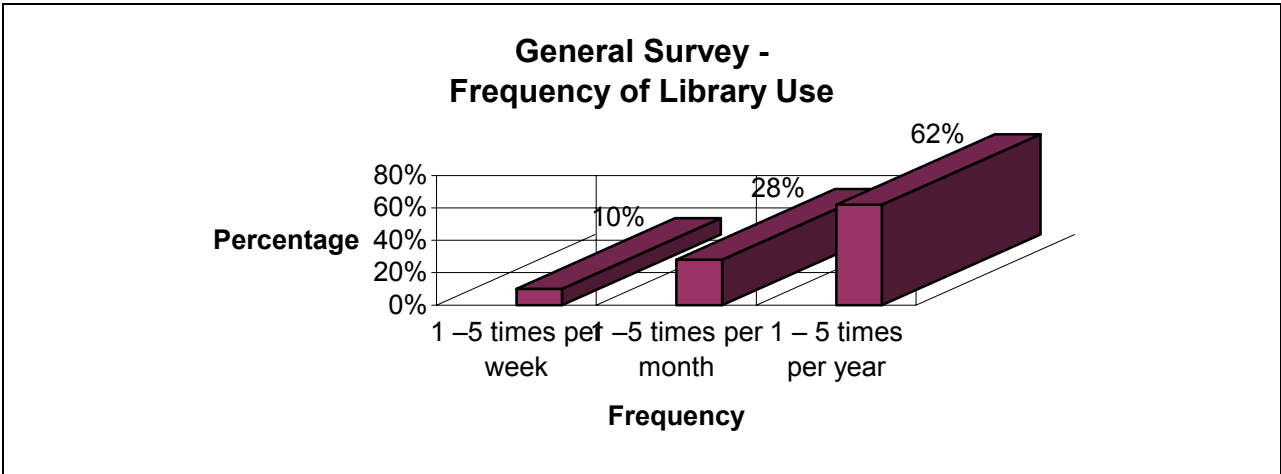
**SURVEY RESULTS**

The County Library purchased a survey scanner to facilitate accurate survey tabulations. Primary survey results are as follows:

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**GENERAL SURVEY – LIBRARY USERS (including on-line)**

**TABLE 2**



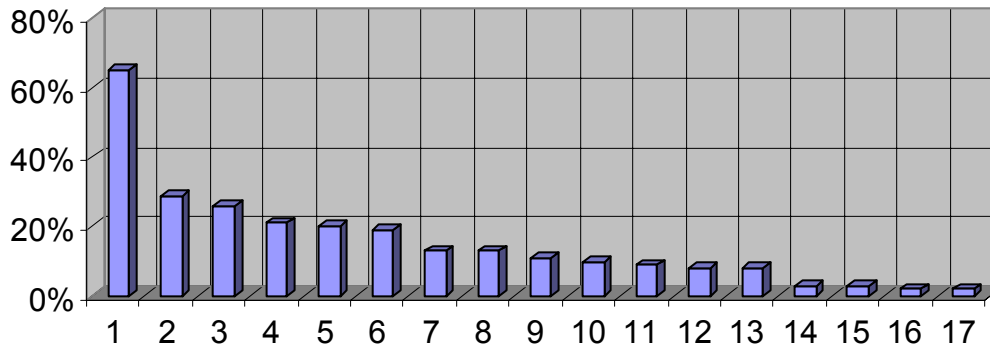
The general survey of 200 patrons at the library and on-line indicated that 38% use the library 1 to 5 times per month. 10% of this respondent group indicated that they use the library 1 to 5 times per week.

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**Note:** Red lettering indicates the top 5 priority responses or an item response of 20% or more.

**TABLE 3**

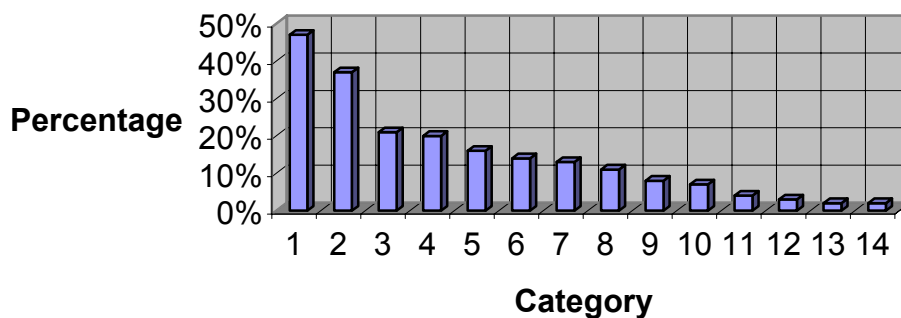
**General Survey - Purpose for Library Use**



1. Borrow books	65%	10. Job or business research	10%
2. Research	29%	11. Assistance from librarians	9%
3. Videos and other materials	26%	12. Complete homework	8%
4. Friendly, helpful staff	21%	13. Self-improvement	8%
5. Quiet place to study or read	20%	14. Internet access	3%
6. Research for hobbies	19%	15. Public use computer/typewriter	3%
7. Purchase used books	13%	16. On-line databases	2%
8. School or college studies	13%	17. Literacy tutoring	2%
9. Library programs/meetings	11%		

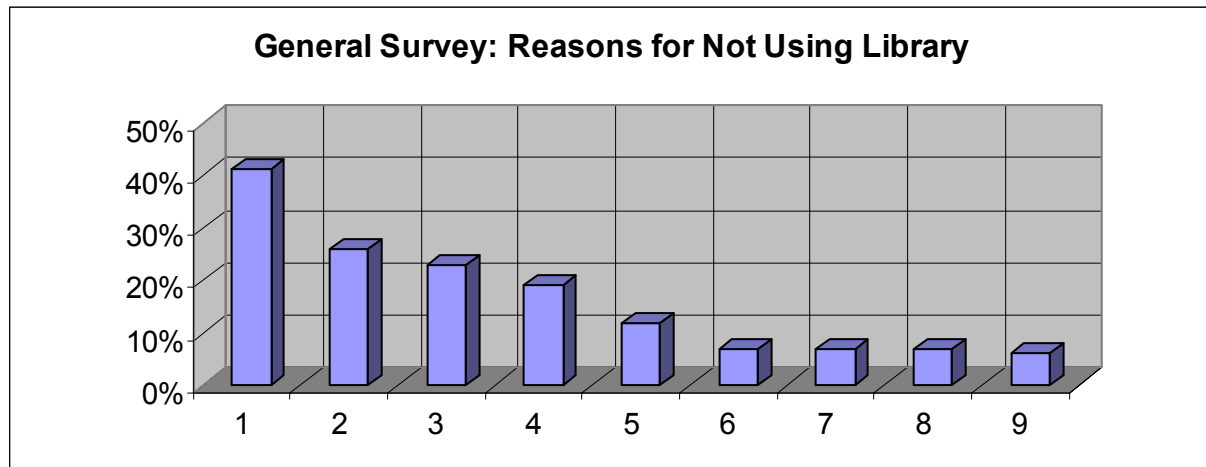
**TABLE 4**

**General Survey -  
Borrowed Materials by Category**



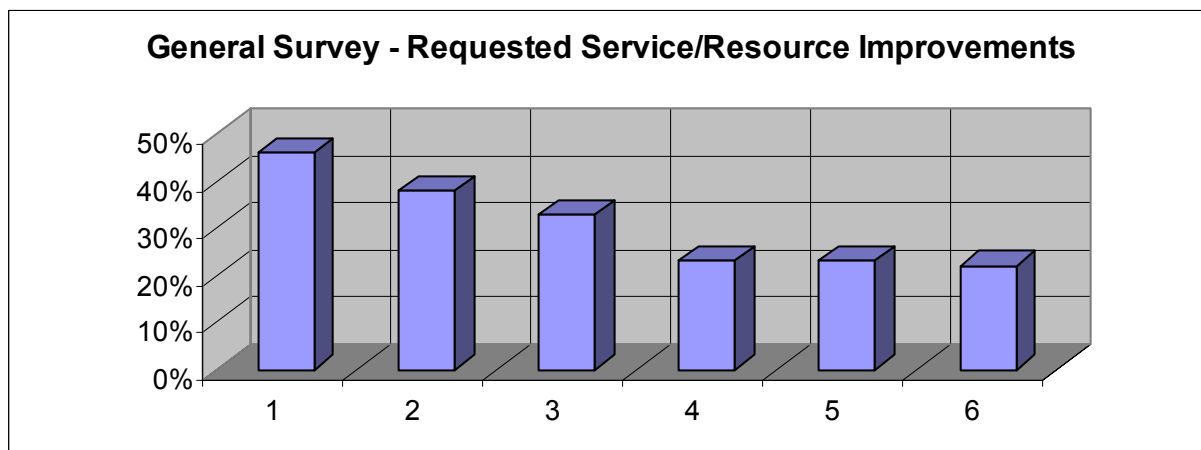
1. Adult Fiction	47%	8. Young Adult Fiction	11%
2. Adult Non-Fiction	37%	9. Young Adult Non-Fiction	8%
3. Magazines	21%	10. Picture Books	7%
4. Children's Fiction	20%	11. Large Print Books	4%
5. Children's Non-Fiction	16%	12. Easy Readers	3%
6. Videos	14%	13. Music CDs	2%
7. Books on Tape	13%	14. Music Cassettes	2%

**TABLE 5**



1. Use computer at home	41%
2. Buy own books	26%
3. Not enough time	23%
4. Open hours not convenient	19%
5. Inadequate parking	12%
6. Poor location of the Library	7%
7. Do not know what library has to offer	7%
8. Use another library	7%
9. Library does not have what I need	6%

**TABLE 6**



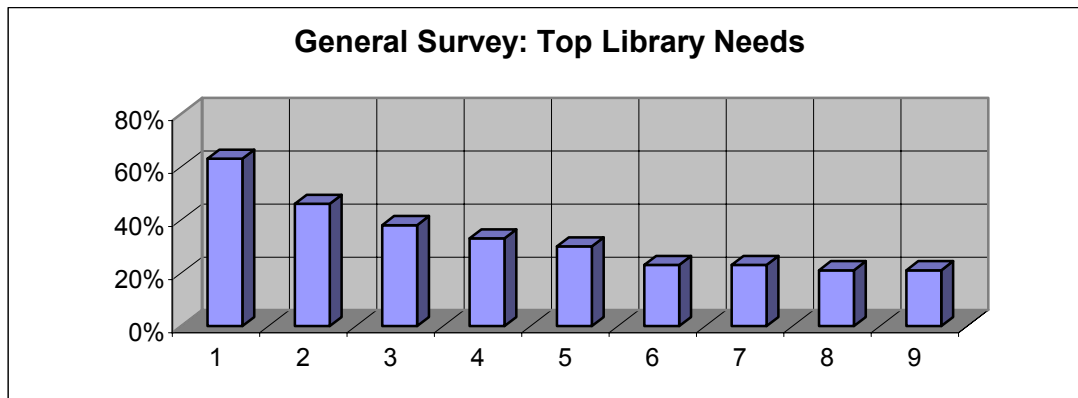
1. Location convenient to public transportation	46%
2. More books and materials	38%
3. Homework center	33%
4. More computers	23%
5. Internet access	23%
6. Study rooms	22%

**93% of the respondents knew where the local library is located.**

**87% of the respondents felt that a larger library facility was essential to the community.**

77% of the respondents use this library; 9% do not use any branch library; 13% use other county branch libraries.

**TABLE 7**

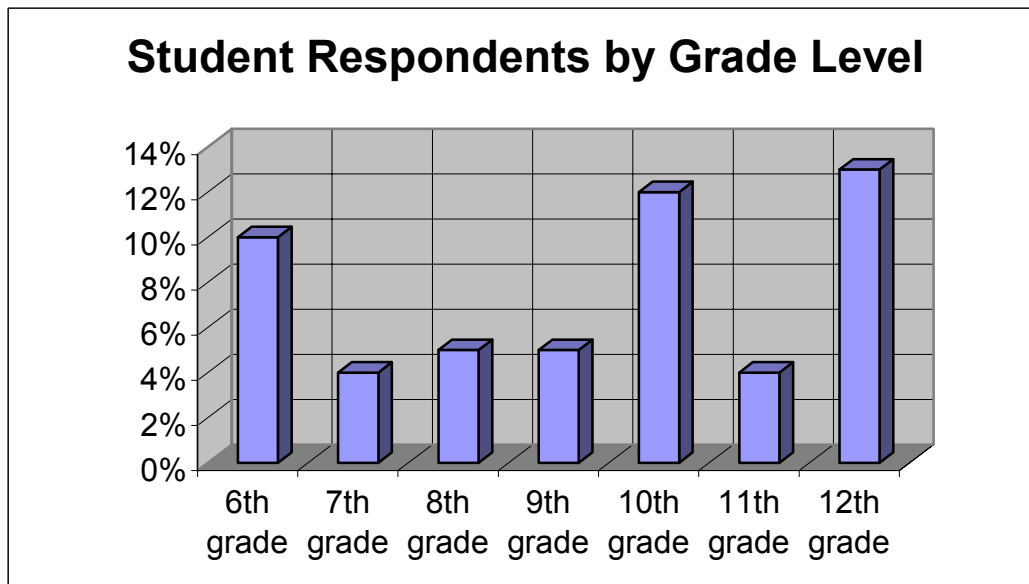


1. A Large Parking Area w/Adequate Lighting	63%
2. A Location Convenient to Public Transportation	46%
3. More Books and other materials	38%
4. A Homework Center	33%
5. A Large Meeting Room	30%
6. More Internet Access	23%
7. More Computers	23%
8. Study Rooms	22%
9. A Used Book Store	21%

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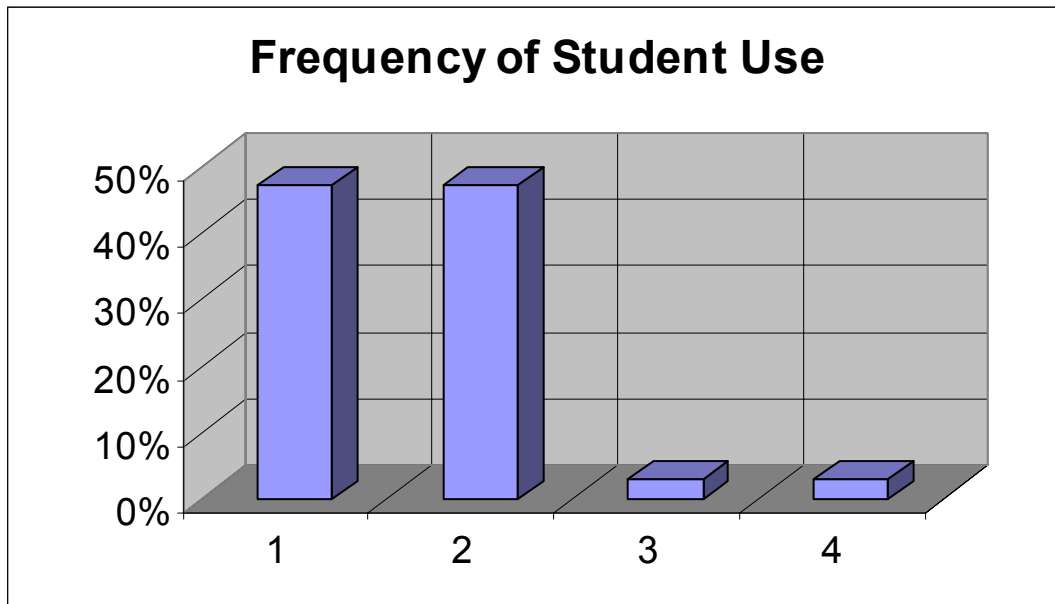
**GENERAL SURVEY - STUDENTS**

**TABLE 8**



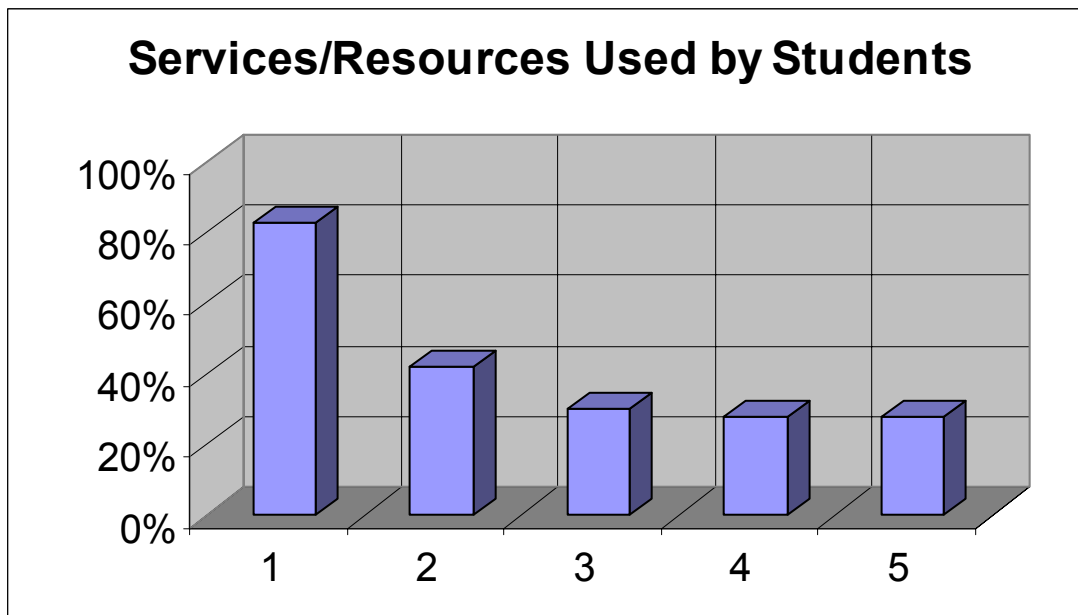
**Student representation covered all grade levels. The general library survey covered grades 6-12; The Environmental Learning Center survey covered K-12; the Cypress Teacher survey covered K-6.**

**TABLE 9**



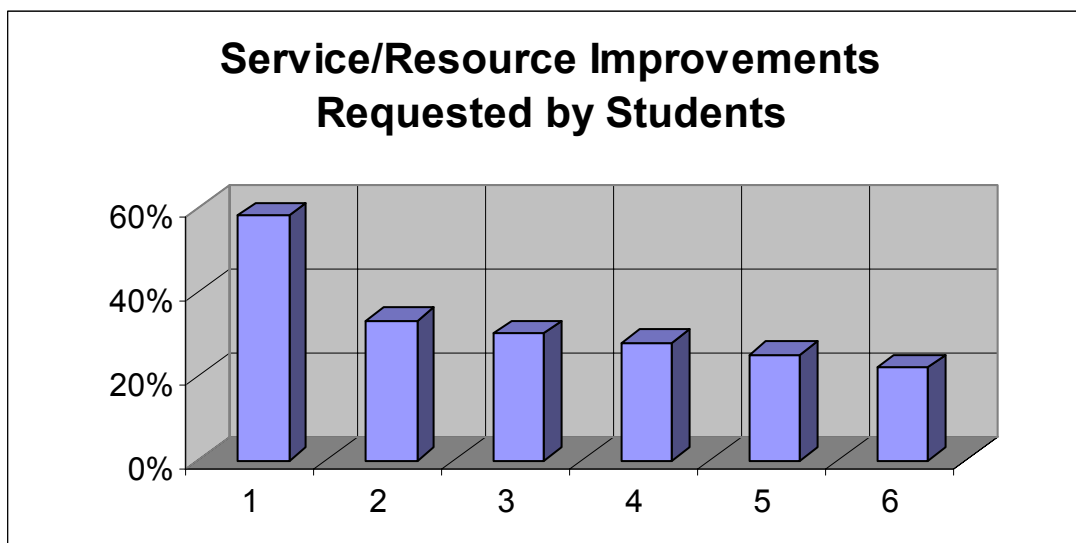
1. 1 – 5 times a week	47%
2. 1 – 5 times per month	47%
3. 1 – 5 times per year	3%
4. Do not use the library	3%

**TABLE 10**



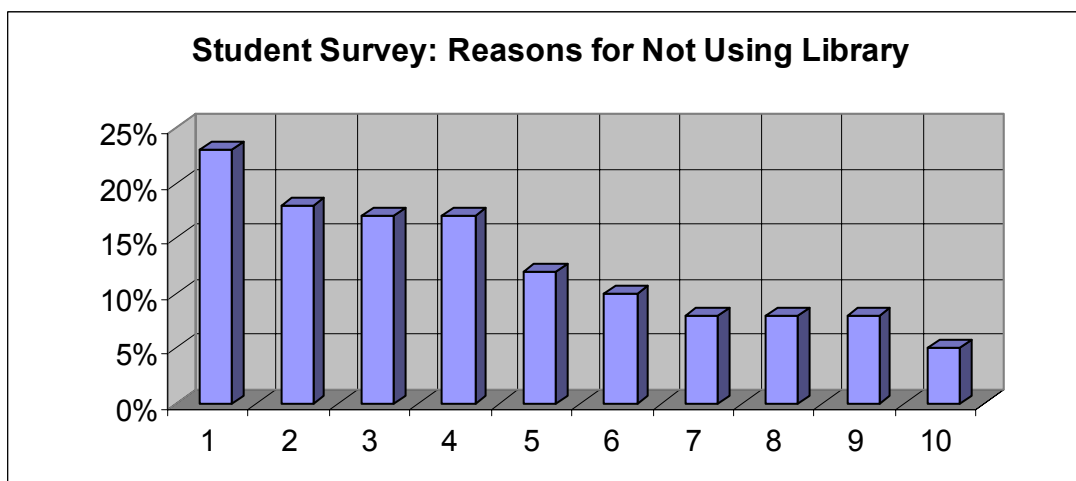
1. Borrow books	83%
2. Borrow videos	42%
3. Homework assignments	30%
4. Internet access	28%
5. Quiet place to study or read	28%

**TABLE 11**



1. More books	58%
2. Study rooms	33%
3. More computers	30%
4. Homework center	28%
5. More videos	25%
6. More Internet access	22%

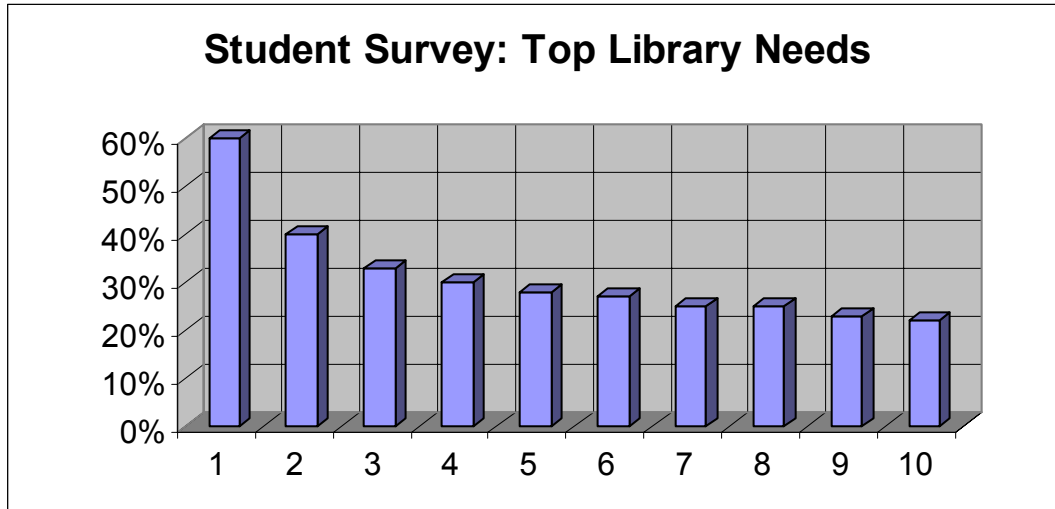
**TABLE 12**



1. Open hours not convenient	23%
2. Not enough time	18%
3. Inadequate parking	17%
4. Use computer at home	17%
5. Do not know what library has to offer	12%
6. Buy own CDs or cassettes	10%
7. Buy own books	8%
8. Buy own magazines	8%
9. Library does not have what I need	8%
10. No transportation to the library	5%

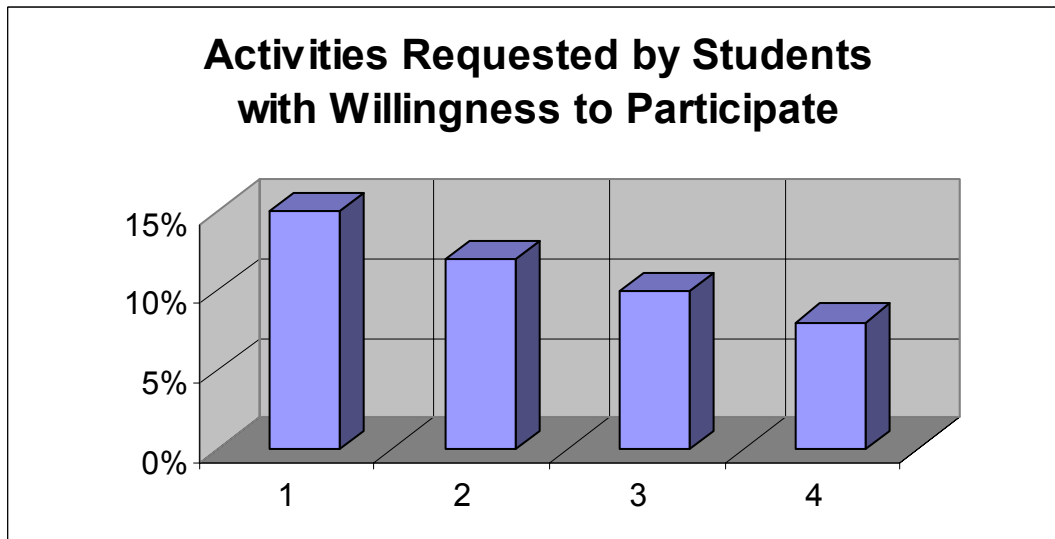


**TABLE 13**



1. More Books	58%	6. School Text Books in Reference	27%
2. A large well-lit parking area	40%	7. More Videos	25%
3. Study Rooms	33%	8. More Convenient to Public Transportation	25%
4. More Computers	30%	9. A Used Book Store	23%
5. A Homework Center	28%	10. More Internet Access	22%

**TABLE 14**



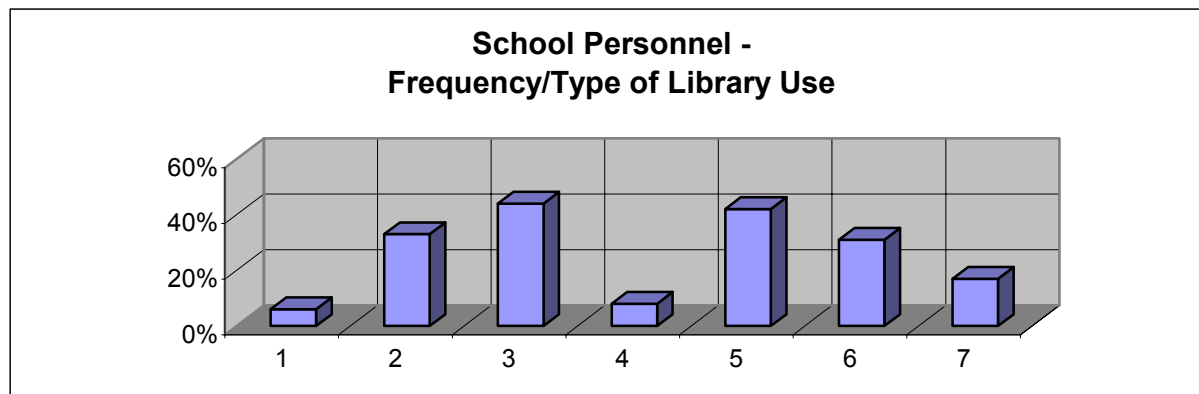
1. Craft or art program	15%
2. Book discussion group	12%
3. Provide tutoring to other students	10%
4. Teen advisory board	8%

**30% of the respondents indicated Monday after school is the best day to attend programs.**

## GENERAL SURVEY – SCHOOL PERSONNEL

**TABLE 15**

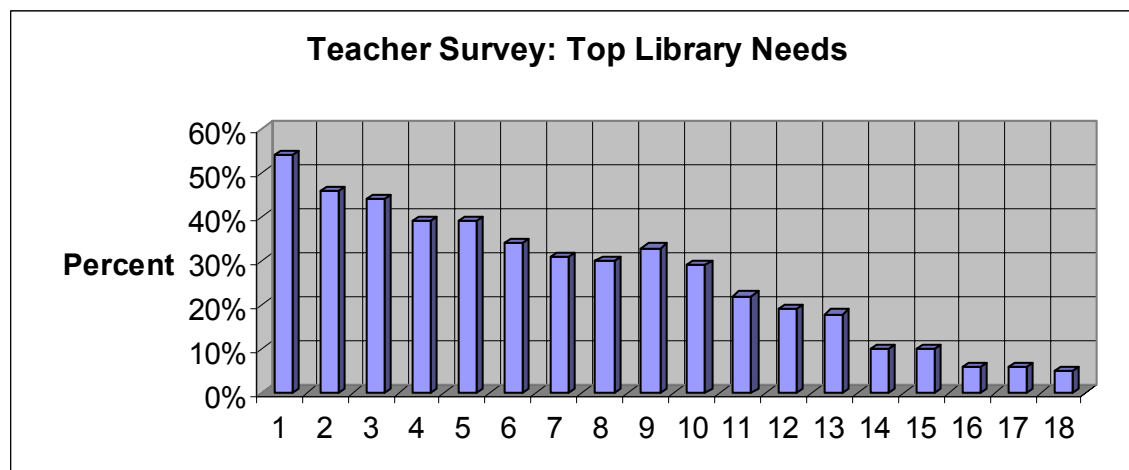
90% of the respondents were teachers and the balance represented administrators, clerks, counselors and librarians.



- |                               |     |
|-------------------------------|-----|
| 1. 1 – 5 times per week       | 6%  |
| 2. 1 – 5 times per month      | 33% |
| 3. 1 – 5 times per year       | 44% |
| 4. Primarily for personal use | 8%  |
| 5. Primarily work related     | 42% |
| 6. About half and half        | 31% |
| 7. Do not use the library     | 17% |

**Lack of time was the main reason for not using the library.**

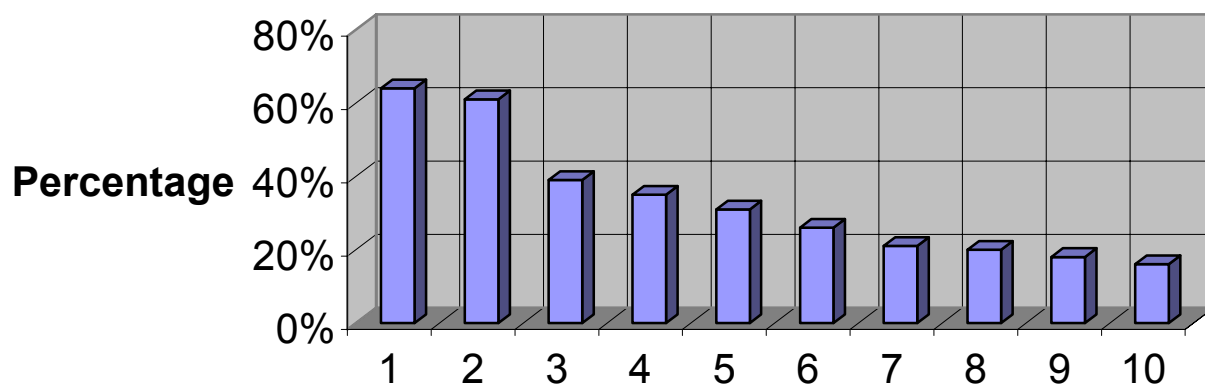
**TABLE 16**



- |                                       |     |  |     |
|---------------------------------------|-----|--|-----|
| 1. More Internet access               | 54% | 10. More books on tape                           | 22% |
| 2. More computers                     | 46% | 11. Location convenient to public transportation | 19% |
| 3. More music CDs                     | 44% | 12. More parking w/adequate lighting             | 18% |
| 4. More magazines                     | 39% | 13. More data bases                              | 10% |
| 5. More info. on homework assignments | 39% | 14. Used Book Store                              | 10% |
| 6. Homework Center                    | 34% | 15. More music cassettes                         | 6%  |
| 7. Study Rooms                        | 33% | 16. Literacy Lab                                 | 6%  |
| 8. More Books                         | 31% | 17. Large meeting room                           | 5%  |
| 9. More Videos                        | 30% |  |     |

TABLE 17

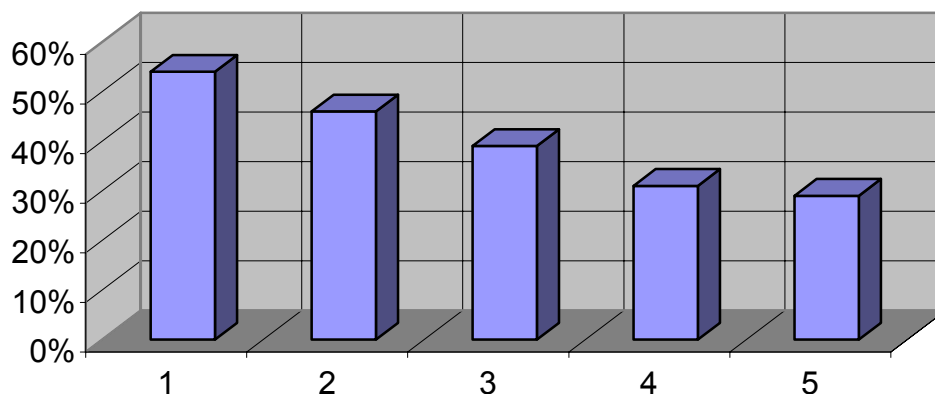
### Teacher Response: Reasons for Not Using Library



1 Not enough time	64%	6 Mtls./resources not useful for self	26%
2 Use school or home computer	61%	7 Purchase own books/magazines	21%
3 Use school resources/materials	39%	8 Don't know what's available	20%
4 Open hours not convenient	35%	9 Mtls./resources not useful for work	18%
5 Library location	31%	10 Inadequate parking	16%

TABLE 18

### Service Improvements Requested: Teachers



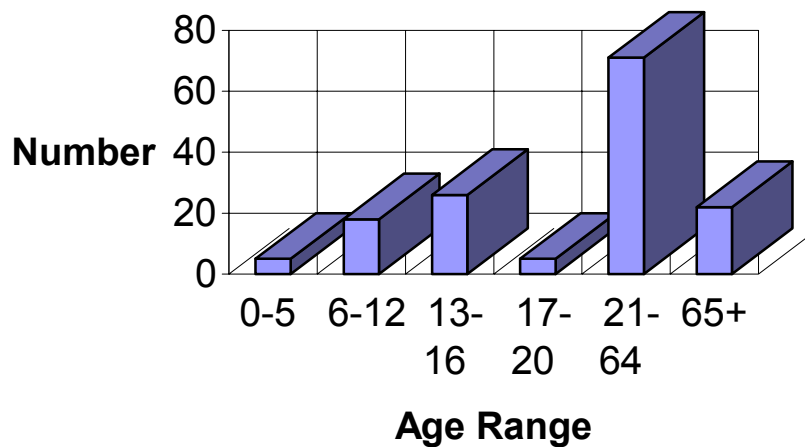
1. More Internet access	54%
2. More public use computers	46%
3. More homework assignment information	39%
4. More books	31%
5. Study rooms	29%

50% of the teachers indicated they assigned schoolwork that required use of the library and 44% provided extra credit for validated use of the library.

**ENVIRONMENTAL LEARNING CENTER  
SUBJECT MATTER SPECIALTY NEEDS ASSESSMENT**

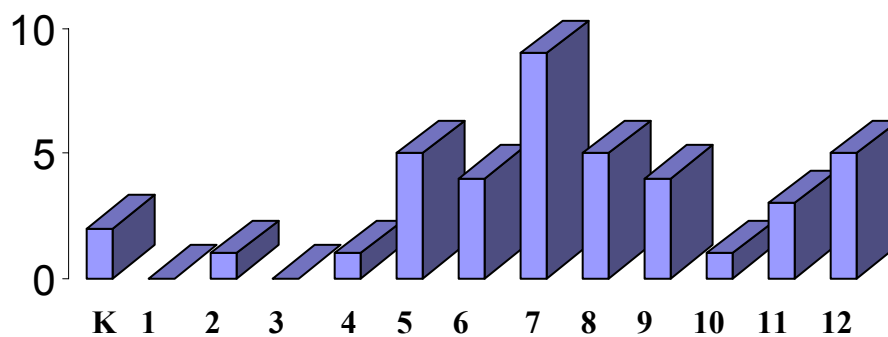
**TABLE 19**

**ELC General Needs Assessment  
Respondent Demographics: AGE**



**TABLE 20**

**ELC General Needs Assessment  
Respondent Demographics -  
Student Participation by GRADE**









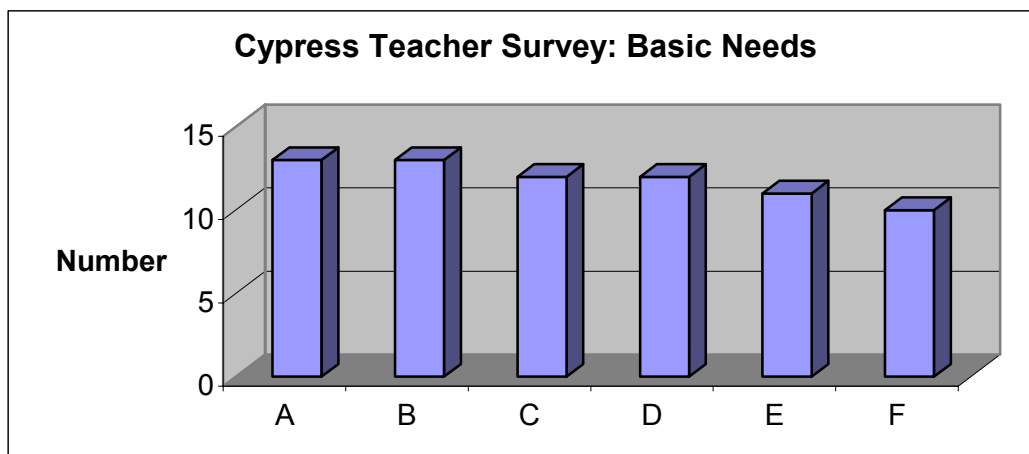








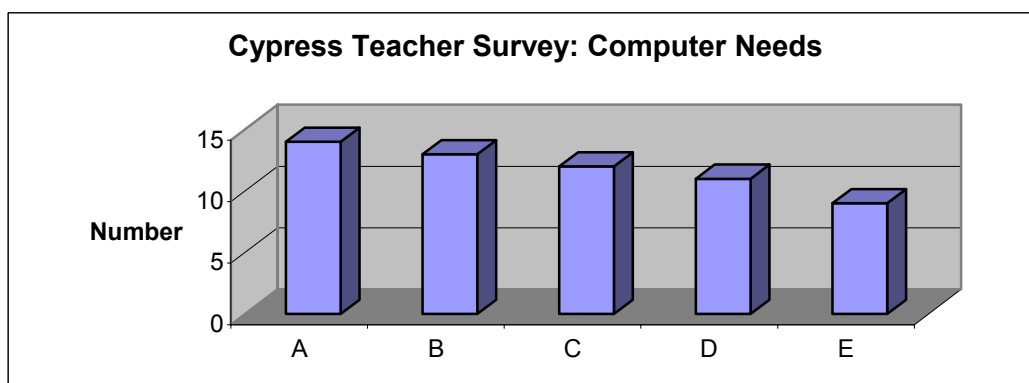
**TABLE 27**



**Basics:**

- A One to one tutoring, in person or online**
- B Instruction in research & study skills**
- C Storytelling programs for K-4**
- D After-school computer & language literacy programs**
- E Reading & writing instruction**
- F Peer or adult assistance, paid or volunteer**

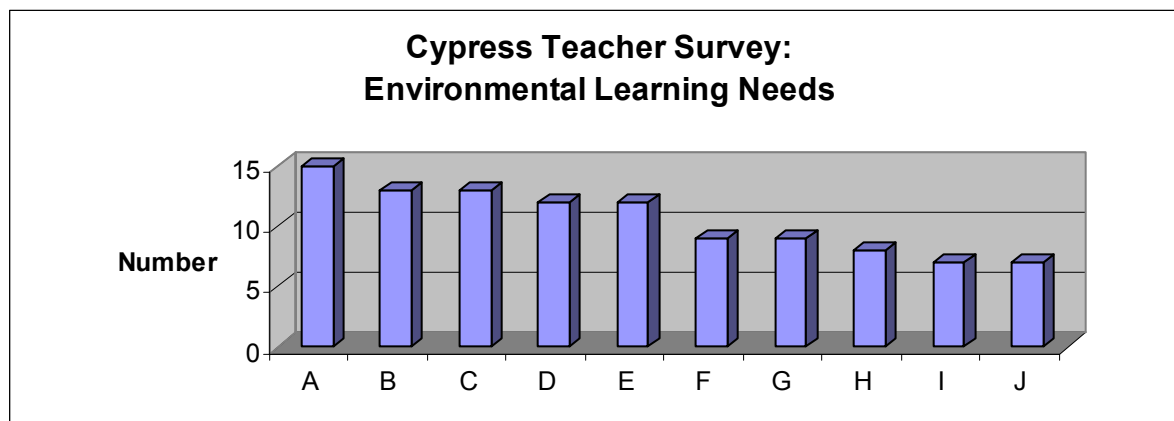
**TABLE 28**



**Computers:**

- A Computer literacy programs for students, families, caregivers**
- B Access to computer resources & Internet**
- C Computers and software to improve reading and writing skills**
- D Interactive environmental curriculum support software**
- E Full range of computer literacy classes**

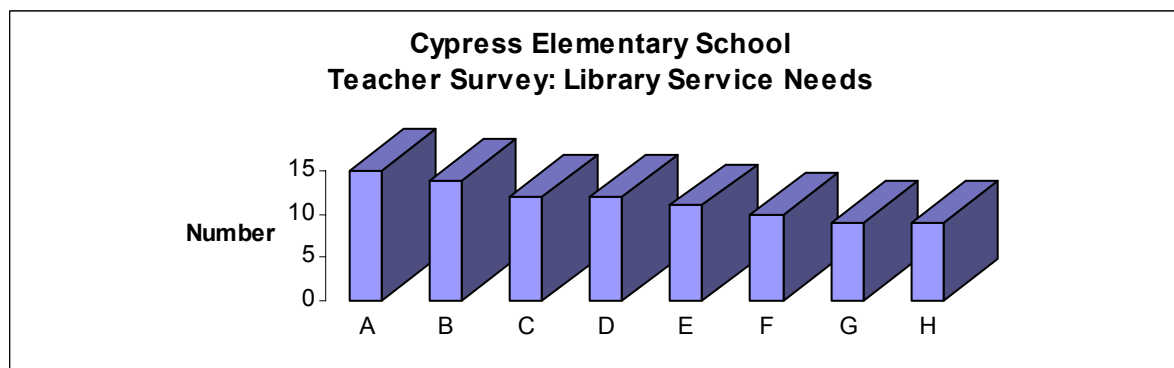
**TABLE 29**



**Environmental Learning:**

- A Remote classroom w/ wet lab, outdoor amphitheater, field research station**
- B Environmental classes & activities for K-12 students**
- C Weather station**
- D Environmental classes & activities for teachers**
- E Environmental videos**
- F Environmental theater, puppet shows, concerts K-12**
- G Greenhouse**
- H Fossil display**
- I Environmental talks & demonstrations**
- J Recycling program demonstration area**

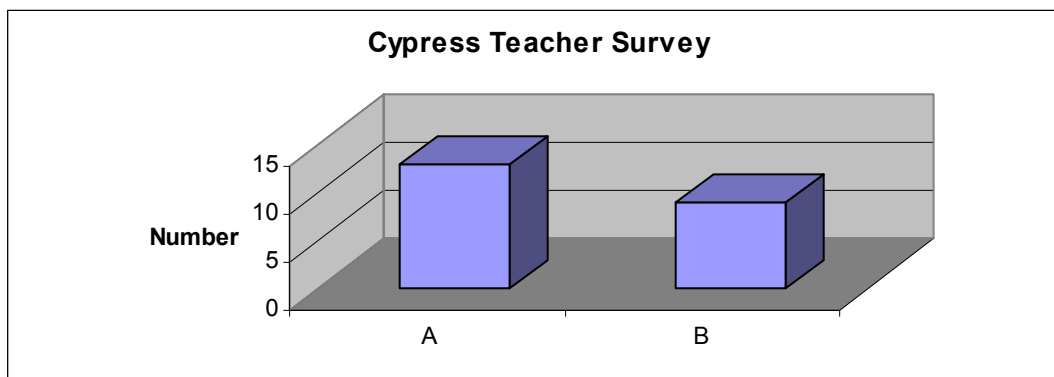
**TABLE 30**



**Library Services:**

- A Curriculum-integrated resource materials, exhibits, displays, activities**
- B Teacher's book reservations and deliveries**
- C County-wide library general catalog remote access, acquisition and delivery**
- D Curriculum-related print & computer resources, interactive CD-ROM & databases**
- E Expanded fiction and nonfiction book resources – number and currency**
- F Curriculum-related bibliographies, web site lists, pathfinders, other support tools**
- G Environmental periodical collection**
- H Expanded library access hours and staff support**

**TABLE 31**



**Literacy:**

**A After-school literacy programs for students**

**B Literacy programming for students, families, caregivers**

## **5. SERVICE LIMITATIONS OF EXISTING FACILITIES**

### **A. Executive Summary – Service Limitations**

#### **County Branch Library**

The underlying theme of service limitations is the lack of sufficient, safe, accessible and appropriate space for increasing collections, population, technological advances, and community meeting needs. While the library now has only .25 square feet per capita, that will shrink to .13 in 20 years if everything remains status quo. However, the deterioration of the building structure due to water infiltration over its 28-year history indicates that the library will not be usable in 20 years without major structural modifications that would not address the library's need for parking space.

Highland ranks 9<sup>th</sup> in circulation in the 28-branch County Library system. It has the 4<sup>th</sup> largest collection, but ranks 7<sup>th</sup> in square footage and 7<sup>th</sup> in gate count. As result, materials get depleted, and space is at a premium. Librarians have to assist patrons to search other libraries for requested materials. During the Summer Reading program for children, 75% of the children's collection is in circulation, leaving very little to choose from.

Shelving space is at capacity. Computer usage among patrons is at an all time high. Increased thirst for up-to-the-minute information that a computer can provide results in high patron visits to the library to do research with subscription databases that can be accessed only through the library. Highland Branch Library has a limited number of computers and space for patrons to fully utilize the potential a computer has to offer. Limited time on the computer is available only after patrons wait for their turn.

There is no public meeting room. The library has limited space for small groups to meet. A temporary meeting area for up to 10 people was set up in the staff workroom, and is regularly in use by Friends, Literacy Coalition, Historical Society, Writer's Group, Youth Accountability Board, Literacy tutors, and as staff and volunteer workspace. Rest Rooms are inadequate and do not meet current ADA requirements.

During peak hours of usage, patrons have a hard time finding chairs to use to review items they have chosen. Part of the problem is the library currently does not have the required number of reader seats they should have right now. Increase in population will only make the problem worse if the issue is not addressed.

Special proposed projects by different community organizations that may arise cannot be fully implemented if at all because there is usually not enough space or shelving to properly display the projects. One display case in the entry lobby is often scheduled a year in advance for special exhibits.

The development of the Environmental Learning Center, a 2-year-old project between the city and the library, has no space to accommodate current resources, which are minimal, and no space to develop the full program to its intended size and capacity to serve the community.

#### **Co-Located Cypress Elementary School Library**

A makeshift school library in a classroom holds 9600 books, but no inventory breakdown by category is available. One library clerk works 15 hours per week, serving students in class groups, once every two weeks for a total of 20 minutes per visit. Collection size supports student reading at the rate of one book per student per week. The classroom library is full to capacity. Additional books are stored on carts for lack of shelf space. There are no offices, student access terminals, or meeting rooms. Teacher

goals are not well supported by the library. Co-locating the school library across the street with the new Highland Library will address these problems and shortcomings through shared resources and staff, enriching the educational experiences for children and supporting basic educational goals of the School District.

It is a matter of space and the lack of space that precludes, limits, or eliminates quality, availability, and variety of services for the Highland Library.

## **B. Inadequacy of existing facilities**

The library's community room, a valuable and frequently used resource for the community, was sacrificed to accommodate a Gates Foundation computer lab, which has since been compressed to accommodate a needed project office for the Environmental Learning Center, which prevents necessary expansion of the lab as user demands have increased. Even an old storage room was converted into an office to house the computer lab manager and server equipment, further limiting storage capacity.

There are two public and one staff rest room in the library. The men's room consists of one urinal, one toilet, and one sink. The women's rest room consists of one toilet and one sink. The staff restroom consists of one toilet and one sink. None are currently ADA compliant for handicapped access. Public restrooms are out of staff view, and although controlled by key access from the circulation desk, have been frequent targets of major vandalism and graffiti. A tiny janitorial closet with a wash sink is jammed with supplies and equipment.

Without a community room, almost all programming takes place in the limited space of the children's section, which is often jammed with 30-80 children and parents.

Public access Internet terminals in the main library area are on open tables, and spaghetti wiring is a common problem in all areas where computers are located, even in the new computer lab.

The reference desk consists of 3 old office desks side by side in the middle of the floor, where a TV monitor provides a security camera view of the stacks hidden from staff view, an area where several illegal acts have occurred in the past.

The public reading area consists of two chairs and a table in front of the periodical section. One adjacent study carrel provides limited space for focused reading and concentration. Public Internet computers are located in an area where regular supervision is available only by use of the security camera.

Freestanding runs of book shelving are not braced for earthquake or general child safety.

The building condition includes badly stained and deteriorating carpeting which will not clean well, stains and crumbling of cement at the floor and rooflines of slump stone block walls caused by water infiltration, and ceiling tiles stained by roof leaks which are constantly reoccurring.

A small alcove in front of the emergency rear exit serves as a revenue-producing used book sale area operated by the Friends of the Library, and is inadequate to handle the volume of donated and withdrawn books that are accumulated on a daily basis.

Workroom space has been compressed to maximum levels, to accommodate a small conference area that replaced the 850 square foot community room, which has become a 572 square foot computer lab and a 260 square foot project office. Access corridors are minimal, staff work spaces range from 35 – 60 square feet, the density of materials storage makes access a problem, lighting is below acceptable standards, storage space is inadequate, and the staff area is frequently used for work projects and temporary storage.

In the mechanical room, electrical, hot water, phones, computers, timers and storage are all mixed in a crowded and small area.



## **C. Limitations and Constraints of Services - Library**

### **1) Collection**

The current collection is inadequate for the community of Highland and there is no room to increase its size. There are currently 68,323 volumes, or 1.5 per capita. The goal is to reach 6.0 per capita by the year 2021. The Children's area is woefully small at about 1000 square feet. To date in FY 2001/2002, 47% of the circulation in Highland is juvenile material. Yet only 25% of the collection is juvenile. There are 3,637 picture books for a population of 9,510 0-5 year olds. They are very crowded, even after heavy weeding, and there is a great need for additional picture books. The number of Easy Readers needs to be increased, and non-fiction to support school assignments and pleasure reading needs to be greatly supplemented. The juvenile Spanish language collection is only 407 volumes with average monthly circulation of 78.2, or an annual circulation ratio of 2.3. There is continuing demand, but no space for additional books.

The adult Spanish language materials need to be greatly updated and augmented. According to the 2000 census, 36.2% of the population is of Hispanic origin. The monthly circulation of the small collection of 1,096 Spanish language volumes averages 166, or an annual circulation ratio of 1.8. Large print books and the audio book collection are old and there is not enough room for increasing these collections. The community is crying for more mysteries and current fiction. The shelves are currently very full.

### **2) Readers' Seats**

There are 59 seats in the library as follows:

Adult at tables	18
Adult armchairs	3
Juvenile at tables	12
YA at tables	10
Index table	4
Individual carrels	6
PC station stools	6

Most afternoons there is not an empty seat to be found in this branch. The three armchairs in a small magazine reading area are usually occupied. Tables are crowded with teenagers and young children. A popular Chess Club meets weekly and cannot always find room for all the players to have table space. The library becomes very noisy and uninviting with so much activity and not enough space. Members of the focus groups requested more seating and quiet areas for study and reading. Currently, there is no quiet area, much less a separate room.

### **3) Technology**

There are currently 10 public use computers in the main library. They are always busy and even with time limited to 30 minutes, there are usually people waiting. Each computer provides access to the Internet and to the Library Catalog through the Internet. Seven of the PCs provide Microsoft Word. In addition to the need for more PCs, computer furniture that provides cord control is also needed. There are 16 computers in the computer lab, which is open to the public 27 hours a week. The PCs are currently housed on a conglomeration of

tables left over from other branches and there are cords hanging everywhere, which poses a safety problem.

There are currently nine staff computers. The Branch Manager, Computer Lab Manager, and Literacy Specialist each has his/her own PC. There are three DRA terminals at the circulation desk, and one DRA terminal and one PC at the reference desk. There is one DRA terminal in the workroom. When there are more than two people working at the reference desk, staff sometimes needs to wait for PC access to provide patron reference service, contrary to good patron service policy.

#### **4) Staffing, Offices, and Workstations**

The current FTE staff is 12.0975.

Librarian II	1.0
Librarian I extra help	0 .75
Library Associate	2.0
Library Assistant	1.0
PSE/Adult	2.6625
PSE/Page	3.9375
Literacy Specialist	0 .75

The Branch Manager has her own office. The Library Associate who runs the computer lab has a desk in a former storage closet. Some of the other staff members have very small desks or tables in the workroom while others have only a small locker for personal belongings. The Literacy Specialist has a corner set apart by portable divider panels. The Librarian I who runs the Environmental Learning Center had no space at all in the Library, until the Computer Lab, which had previously been the Community Room, was partitioned for a small office. All staff members should have a personal work area with at least a desk. There should be a Regional Manager at this branch, but there is absolutely no place to put one.

The circulation desk is too small and the area around it not large enough for returned material and necessary processing tasks. The reference desk is a collection of three old desks placed side by side. It has only three workspaces, but generally requires four people to be working there. Visual supervision is limited to the areas directly in front of the two points of service. The adult nonfiction area, the largest in the building, is hidden from staff visibility and supervision, so a temporary closed circuit video camera monitors the area, and can be observed by staff from a monitor in the reference area, when they are not otherwise occupied or away from the desk.

#### **5) Meeting Rooms**

There is no longer a meeting room in this branch, but there is heavy demand from the community for one. There had been a public meeting room that was heavily used, but it was reconfigured to provide a Gates computer lab. Thirty percent of those surveyed said the library should provide a large meeting room.

## **6) Special Purpose**

### **Environmental Learning Center**

In 2000, the library established a small Environmental Learning Center at the Highland Branch, with the intention of expansion in a new building. It is located in a small, crowded 3' x 17' area in the entry of the library. Currently, materials, posters and activity sets lie in storage, as there is insufficient space to display or use the materials in the overcrowded library. The center includes maps, posters, plant material, live animals and reptiles, and a fountain, which serve to inform, entertain and arouse curiosity among the many children who stop to visit on a frequent basis.

This center was established based on several factors: 1) the receipt of a \$2 million grant from the U.S. Environmental Protection Agency; 2) the assessment articulated in the City's General Plan that the location of the city is in a critical watershed, an area rich with biodiversity, many bioregional characteristics, and multiple environmental problems, including air and water pollution; 3) the assignment of an environmental librarian to the branch, whose Masters thesis was the specific design of an integrated library and environmental learning center for the county and city; 4) the interest of parents and teachers in the types of resources, programs, materials, and services that were identified in the Needs Assessment process; and 5) the close proximity of the proposed site to the University of Redlands and the Redlands Institute, where the Director of the Environmental Studies Department has agreed enthusiastically to support this project with student interns and research services. Dr. Monty Hempel is a renowned author and nationally recognized expert in environmental studies, and has agreed to partner with the proposed library and environmental learning center. It should also be noted that Jack Dangermond, CEO of ESRI, Inc., the Redlands-based world leader in GIS software applications, is a strong supporter of the University and its environmental studies department, donating computers and expensive software to establish GIS computer labs to serve the community.

The environmental librarian researched and analyzed 80 leading nature and environmental learning centers nation-wide in 1999, and provided a synthesis of the program, resource, material and service elements found in these exemplary centers. This synthesis served as the basis for the ELC Needs Assessment model. Based on the response to the needs assessment, the integrated facility proposed herein includes almost 6,000 square feet of interior space and 15,000 square feet of unique landscaped rooftop space to accommodate the programs, resources, materials and services prioritized by respondents to the library needs assessment.

### **Computer Lab**

The Gates computer lab houses 16 PCs and is busy from the time it opens until closing. An average of 43 people sign in daily. During the month of January 2001, 135 people attended group training sessions and 43 received individualized training. The size of the lab needs to be doubled, both in space and number of PCs. The manager of the lab currently has office space in a former storage closet and needs a conventional office.

### **Family Literacy and Children's Programming Area**

We intend to establish a Family Literacy and Children's Programming Center in Highland and currently there is no place to add one. The Center requires a room of

about 900 square feet for programming and activities as well as additional space to house a parenting and early childhood education materials collection.

#### **D. Service Limitations of Current School Library Facilities**

There is no school library facility per se. The Cypress School Library is currently located in 800 square feet of assignable space within a standard 30' x 30' classroom.

The library collection consists of approximately 9600 items. The library is open from 12:30-3:30 Monday through Friday, and is staffed by one part-time library clerk. There are tables and chairs for 34 students, and a stand-up desk and checkout counter for the library clerk. There is no storage, and no room for additional books on the shelves.

Students come to the library once every two weeks, with their class and teacher, for 20 minutes, during which time each student returns books, makes two new selections, and checks them out. An average of three classes per day rotate through the library in this fashion. The school's student population is approximately 850 students and 80 staff members. The collection supports students at the rate of one book per student, per week.

##### **1) Collection:**

There are 9654 total items in the collection, but no breakdown of items by category is currently available or maintained by the school library clerk.

The following categories have been established:

***Fiction:*** alphabetized by author's last name

***Popular Stories:*** Magic Treehouse  
Bailey City  
Doug  
Dear America

***Every Reader Fiction***

***Spanish:*** Easy (Every Reader)

***Encyclopedias:*** Eyewitness

***Reference:*** Zoobooks

***I Can Read Books***

***How To Books***

***Subjects:***

Amphibians  
Ancient History  
Arts and Crafts  
Astronomy  
Biographies  
Biospheres  
Birds  
Civics  
Civil Rights  
Climate  
Dinosaurs

Drawing  
 Energy  
 Fairy Tales  
 Famous People  
 Fish  
 Geography  
 Humor  
 Insects  
 Geology  
 Hobbies  
 Land Forms  
 Legends  
 Machines  
 Mammals  
 Myths  
 Native Americans  
 People in Sports  
 Plants and Trees  
 Poetry, Art  
 Reptiles  
 Science  
 Sea Life  
 Seasons  
 Sports  
 States  
 Transportation  
 U.S. Presidents  
 United States/Social Studies  
 Water  
 Weather  
 World Countries

- |                                   |   |
|-----------------------------------|---|
| <b>2) Reader's Seating:</b>       | 8 student tables; 34 chairs                         |
| <b>3) Staff Offices:</b>          | none  |
| <b>4) Workstations:</b>           | one (no student access terminals)                   |
| <b>5) Visual Supervision:</b>     | not a problem in an open classroom                  |
| <b>6) Technology</b>              | One IMac computer w/ Alexandria cataloging software |
| <b>7) Meeting Rooms:</b>          | none  |
| <b>8) Special Purpose (misc.)</b> | none  |

## **E. Library Services Needed But Currently Unavailable**

### **1) Public Library**

The library has no community meeting room and no children's program area. It also lacks a standard reference desk, quiet space for studying, a large enough children's collection, or enough used bookstore space, parking, and building access.

The Environmental Learning Center is only 50 square feet, but has resource materials in storage for at least 1,000 square feet.

### **Reader's Seats**

There is no public seating area for the periodicals section. Patrons use two side chairs with arms, or one two-sided study carrel.

### **Staff Offices, Work Stations, Visual Supervision**

The workroom is too small and crowded.

There is no private space for literacy tutoring or counseling.

Most staff members have no office and only 35-60 square feet of desk space.

There is no storage capacity inside the library, so a rental storage vault sits in the rear parking lot.

### **Technology**

There are an inadequate number of Internet access and computer workstations.

The computer lab manager's office is in a storage room

### **Meeting Rooms**

There are no public meeting rooms at the library. A temporary divided space in the staff workroom serves as a small meeting area for up to ten people

### **Special Purpose**

The Environmental Learning Center is only 50 square feet, located in the lobby entryway.

## **2) School Libraries**

At the elementary level, teacher's goals are to get children familiar and excited about the library and reading. Most of the collection is dedicated to pleasure reading. Library rooms are colorful with murals, book displays, and project displays on the tops of shelves and on the walls.

At the middle school level, teacher's goals are to provide orientation at the 7<sup>th</sup> grade level on how to utilize the Library, including circulation procedures, book arrangement and use of computer and/ or card catalog. This is the age when research is becoming very important and developing these skills are critical to progressing in educational development. More often, teacher time is spent on supervision.

At the high school level, teacher goals are to provide students with advanced research skills. However, the student's basic skills of learning to read and research the content are being lost to the "click and print" syndrome of the Internet. Librarians are working with teachers to make use of more than one source (periodicals, books, encyclopedias and Internet) a requirement for classroom assignments. Many students still lack basic research skills.

The biggest problem with school libraries is the limited hours of service after school for research, finishing homework and tutoring.

Most schools are generally deficient in meeting the state recommended average of (20) books per student.

The schools rely solely on the state yearly funding for books, which is constantly being threatened by decreasing budgets. The District cannot provide any additional support for the library collections.

There is no formal process or activities of loaning collections between schools. In fact, the collections are not tied together with an electronic or card catalog database.

#### **Reader's Seats**

All of the libraries have adequate seating to support both activities of individuals and large classrooms. However, most schools are short in library shelving count and will have to sacrifice seats when they can add more books. There are no study rooms.

#### **Staff Offices, Work Stations, Visual Supervision**

Each school has one dedicated person to the position of librarian or library clerk. Not all locations have a dedicated workroom/office for this individual. Visual supervision is good in all locations. The library clerk at Cypress Elementary has no formal training in library science.

#### **Technology**

At Cypress, there are no computers at the school library, other than the library clerk's terminal.

#### **Meeting Rooms**

There are no meeting facilities at the school library, although the room itself can be used for school personnel meetings after regular school hours.

## **6. PHYSICAL LIMITATIONS OF EXISTING LIBRARY FACILITIES**

### **A. Executive Summary – Physical Limitations**

The major physical limitation is space: space for population growth, meetings, studying, children's programming, materials storage, collection development and expansion, staff workroom, staff desk space, and parking. The existing 10,104 gross square foot building is insufficient for the amount of patronage, expanding materials and resources, community needs, and adequate spatial relationships.

The site, location and structure of the building are inadequate. The site itself is in an undesirable location for convenient, safe access. The structure is 28 years old and there can be no new renovations on the existing building due to the parking constraints. Major physical limitations exist inside of the library building.

There is poor energy conservation due to outdated lighting and HVAC technology. Minimal lighting comes from the North side of the building, which causes all the lights to be on during the daytime.

Health and safety issues have to be addressed. Worn carpeting has to be replaced in order to keep people from tripping over the areas where the carpet has separated. Poorly installed computer cables and wiring also create physical obstacles to avoid.

Over the years, with the movement of furniture to accommodate more resources, ADA compliance has suffered. The circulation desk is not compliant. Rest Rooms have never been compliant. Aisles between the stacks are too small for wheelchairs to pass through. Pathways between different areas are narrow and cramped, which cause difficult maneuverability with a wheelchair.



The building has poor acoustics. The carpet is thin and worn, the ceiling tile is in disrepair in some areas and there are no buffer zones to stifle noise between the different service areas. Cement block and slump stone walls create a reflective surface, further degrading acoustics.

There are poor spatial relationships between the areas. The children's area is difficult to see from either the circulation desk or the reference desk. The reference desk itself consists of 3 old desks side by side, and uses a security camera monitor to improve visual supervision.

Flexibility is minimal. Too many stacks and racks, emerging service areas, growing materials collections, and the extra space displacement caused by patrons result in a crowded, almost claustrophobic environment, not conducive to patron satisfaction.

Combine all these elements together and the library has an inflexible, poorly organized, inefficient and insufficient floor plan and space.

## **B. Analysis of physical limitations**

### **1) Structural**

The current Highland Branch Library occupies a commercial building built in 1974. The building was designed as a one-story shell office building, to be configured with interior walls to tenant specifications. It was not designed to be a library. It contains 8,000 square feet of assignable space.

The building sits in a land depression below street grade, making visibility difficult to passing traffic along Baseline Avenue, a five-lane, 40 MPH main east-west thoroughfare. The building consists of a standard cement slab, cement block and masonry walls, a flat roof, two pairs of glass double doors, three solid core doors, and five narrow clerestory windows along the north wall. Interior space was partitioned for offices and a workroom using aluminum studs and a cement-based plaster. Rest rooms contain only one toilet and one sink each, and were not designed to provide daily use by the public. After 28 years, the roof leaks, the five air conditioning units break down frequently, and rain runoff accumulates against the building, causing deterioration and crumbling along the base of the interior walls. The building does not meet current earthquake standards for masonry walls, nor does it meet Field Act requirements for required use by public school children, or ADA requirements for accessibility to rest rooms.

### **2) Energy conservation**

Energy usage has been a long-standing issue for this building. The building receives no shade from vegetation, and is "sandwiched" between two larger and/or taller buildings, in the middle of a large area of black asphalt paving, creating its own heat island effect. Coupled with the uninsulated cement block and slump block walls, a thermal lag is created which causes the building to heat up during the day to the extent that the air conditioning

must be operated even on mild spring and fall days, producing an annual electric bill in excess of \$25,000. The air conditioning units are old and do not meet current SEER rating standards for efficiency. Repairs are frequent and expensive, and replacement units are required, subject to fund availability. Thermostats are manual and subject to inconsistent settings. In 2000, a concerted effort was made to retrofit the building with electronic ballasts for the fluorescent lighting, and all incandescent light fixtures were converted to compact fluorescents. Motion sensing light circuits were installed in the rest rooms, and the most recent construction of a project office for the library's Environmental Learning Center utilized a solar tube installation that furnishes 95% of the light needed. However, with the addition of the Gates computer lab and additional fluorescent fixtures where needed to brighten critical areas, five additional circuits had to be added, to increase the electrical load capacity of the building, which is now at maximum capacity.

### **3) Health and safety**

Health and safety issues include a high level of air pollution infiltration into the building, as no filtering system exists. There are no operable windows in the building, and little natural lighting. Mildew is a persistent problem during wet weather, due to water infiltration at the base of exterior walls. Worn and stained carpet needs to be replaced, as it is a constant source of dust emission. IAQ issues are exacerbated by the presence of dust and pollen, creating respiratory problems for sensitive individuals, including staff.

Non-ADA-compliant slopes in the parking lot create puddling areas that are safety hazards. A curb cut directly in front of the library entrance provides handicapped access, but has also been the site of several trip-and-fall injuries in recent years. Deteriorated, cracked and fissured asphalt paving provides additional navigation hazards for all patrons, especially at night.

Spaghetti wiring at OPAC terminals and Internet computers, as well as in the computer lab, present a potential safety hazard to the public, and expose expensive computer hardware to potential damage.

Mineral deposits in inadequately sized supply pipes have degraded water quality, and the mechanical room is inadequately sized to accommodate electrical, computer, and telephone terminals and equipment, landscape timers, and a hot water heater. A higher efficiency electrical water heater was installed in 2000 as part of the energy reduction program.

### **4) Disabled access**

There is one handicapped accessible parking space, adjacent to the front entrance. A marked curb cut lies directly in front of the entrance, providing a safety hazard for handicap access as the asphalt is cracked and deteriorated. The curb cut has been the site of several trip and fall injuries over recent years. There are no automatic door openers and no ADA-compliant rest rooms for wheelchair access. No other access provisions are in place for patrons in wheelchairs.

### **5) Acoustics**

The public area of the library is essentially one big open rectangle, divided into areas and sections by bookracks. This provides poor acoustics, causing normal voice levels to carry great distances. Acoustic tiles in the 10' dropped ceiling, and the worn, thin carpeting provide the only noise attenuation for the building. Cement block and slump-stone block walls provide acoustic reflection, rather than absorption, further degrading acoustic quality.

## 6) Space flexibility/expandability

Although the current configuration of the library provides a high degree of flexibility in organizing public spaces, there have already been three major space plans and reorganizations completed in the past few years. The third was completed just last year. There is no room for expansion of the current site, except to add a second story. That would not be feasible as current parking is inadequate for a one-story library, and no additional parking expansion is possible.

## 7) Functional spatial relationships

Restrooms are out of visual supervision range, non-ADA compliant, and insufficient for demand.

The Children's Section is alongside of the Paperback Section and Adult Fiction Section.

The Reference Desk has insufficient visual supervision of the stacks, the Periodical Section, and the public Internet terminals.

The only meeting space is for ten people maximum, and is inside the Staff Workroom area.

## 8) Site

There is inadequate parking. The library is located on a busy 40 MPH main street with many side streets and driveway cuts in close proximity to the library entrance, creating dangerous conditions for motorists and pedestrians. The site has poor visibility from the street, and drainage problems cause building deterioration.

# 7. SPACE NEEDS ASSESSMENT

## A. Assignable square footage allocations and Analysis

### 1) Library Collections

#### Capacity of Proposed Building

	<u><b>Total SQ. FT.</b></u>
<b>Division: <u>Browsing</u></b>	<b>455</b>
Friends' Book Sale Area	258
New Book Display	197
<b>Division Name : <u>Children's Library</u></b>	<b>3,380</b>
Children's AV Collection Seating	204
Children's Collection Seating	779
Children's Desk	258
Children's Entrance (Interior)	50
Children's New Book Display	70
Children's Office	118
Children's On-Line Public Access Catalog	165
Children's Program Area	928
Children's Reference Collection & Seating	393

Children's Workroom	12
Juvenile Collection Seating	415
<b>Division: <u>Circulation Services</u></b>	<b>474</b>
Branch Manager's Office	120
Circulation Desk	354
<b>Division: <u>Fiction Collection</u></b>	<b>310</b>
Fiction Collection Seating	310
<b>Division: <u>General Building Services</u></b>	<b>540</b>
Regional Manager's Office	121
Custodial Workroom	83
Staff Lounge	336
<b>Division: <u>Library Entrance</u></b>	<b>774</b>
Public Entrance & Lobby	774
<b>Division: <u>Literacy Program &amp; Resource Center</u></b>	<b>319</b>
Literacy Specialist Office	107
Literacy Lab	132
Literacy Study Room A	40
Literacy Study Room B	40
<b>Division: <u>Non-Fiction Collection</u></b>	<b>510</b>
Non-Fiction Collection Seating	510
<b>Division: <u>Periodicals Collection</u></b>	<b>210</b>
Current Magazine & Newspaper Display Seating	210
<b>Division: <u>Reference Services</u></b>	<b>2,880</b>
Computer Lab/Training Room	1,242
Computer/Telecommunications Room	335
Copy Center	115
Reference Collection & Seating	470
Reference Desk	264
Reference Workroom	454
<b>Division: <u>Spanish Language Collection</u></b>	<b>80</b>
Spanish Language Collection Seating	80
<b>Division: <u>Young Adult Services</u></b>	<b>909</b>
Young Adult Collection & Seating	210
Young Adult Homework Center	499
Career Center	200
<b>Division: <u>Environmental Learning Center</u></b>	<b>6,718</b>
Environmental Librarian	179
ELC Custodial Closet	24
ELC Discovery Room	1,002

ELC Exhibit Room	2,100
ELC Workroom	430
ELC Restroom	54
ELC Program Specialist Office	119
ELC Storage Room	36
ELC/Library Multi-Media Presentation Room.	1,996
Activity Room	450
ELC Exhibit Preparation Room	328
<b>Division: <u>Book Collections</u></b>	<b><u>5,864</u></b>
<u>Adult/Young Adult</u>	<b>4,460</b>
Browsing	230
Fiction	948
Large Print	120
Non-Fiction	2,466
Reference	324
Spanish Language	156
Young Adult	216
<u>Children/Juvenile</u>	<b>1,404</b>
Children's Easy Readers	90
Children's Picture Books	342
Children's Spanish Language	36
Juvenile Fiction	216
Juvenile Non-Fiction	720
<b>Division: <u>Multimedia Collection</u></b>	<b><u>572</u></b>
<u>Adult/Young Adult</u>	<b>370</b>
Audio Book Cassette	60
Audio Book Compact Disc	24
Audio Cassette	70
Audio Compact Disc (CD)	48
CD-Rom	24
DVD	24
Video Cassette	120
<u>Children/Juvenile</u>	<b>202</b>
Audio Cassette	70
Audio Compact Disc	24
CD-Rom	24
Video Cassette	60
<b>Division: <u>Periodical Collection</u></b>	<b><u>272</u></b>
<u>Adult/Young Adult</u>	<b>232</b>
Back Issue Magazines	36
Current Magazines	154
Current Newspapers	28

Young Adult Current Magazines	14
<u>Children/Juvenile</u>	<b>40</b>
Children's Back Issue Magazines	12
Children's Current Magazines	28

**These allocations of space needs were established from the LIBRIS 2.2 Design Program.**

## **B. Collections**

The current collection, as reported on April 11, 2002, is 67,160. This figure changes as withdrawals are made and purchases are added. The current collection is inadequate to meet the needs of the community.

The children's collection consists of only 13,304 volumes. During children's programming, especially the Summer Reading Program activities, as many as three-fourths of these can be checked out on a given day. It is estimated that the new library will be able to house 25,000 children's books. This is an 88% increase over current holdings. This represents the space that Highland will have for current, as well as future collections.

The Branch Manager and staff at Highland prepare an annual profile for needed materials. They evaluate the current collection for condition, usage, circulation and reader requests. These profiles are forwarded to the appropriate department at County Library Administration for use in purchasing materials for the branch<sup>1</sup>. Profiles may be changed, depending on needs, throughout the year. In addition to the funds allocated from the County Library's materials budget, the Friends of the Library (FOL) provides supplemental funds to purchase materials for Highland. These purchases are also made through the Collection Development Coordinator to ensure the collection is kept within profile needs. A large amount of FOL purchases goes toward materials written in Spanish, and rental videotapes. To determine these needs, demographic data and patron requests are used. With central purchasing, cost per item is less, and materials can be processed and shelf ready when they arrive at the branch.

The following chart illustrates the projected collection for the new library:

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<sup>1</sup> Note: The County Library uses a central purchasing system for all branches. The Collection Development Coordinator for both Youth and Adult Services makes selections base on these profiles for each of the 28 branches.

	Proposed Collection	Vols. per Linear ft		Proposed Collection	Vols. per Linear ft
<b>BOOKS</b>	<b>127,872</b>		<b>MULTIMEDIA</b>	<b>9,000</b>	
<b>Adult/Young Adult</b>			<b>Multimedia Collection</b>		
<b>Browsing</b>			<b>Combined Adult &amp; Young Adult</b>		
New Books	250	8	Audio Cassette	360	19
New Books (Face Out)	250	1	Audio Compact Disk (CD)	900	25
<b>Fiction</b>			Audio Book Cassette	990	10
Fiction	10235	8	CD-Rom	90	25
Mysteries	2560	8	DVD	720	25
Paperbacks	2560	16	Video Cassette	330	10
Romance	1280	8	<b>Multimedia Collection</b>		
Science Fiction&Fantasy	1280	8	<b>Combined Children/Juvenile</b>		
Westerns	639	8	Audio Cassette	180	19
<b>Large Print</b>			Audio Compact Disk (CD)	360	25
Large Print	1660	8	CD-Rom	90	25
<b>Non-Fiction</b>			DVD	180	25
Non-Fiction	54060	8	Video Cassette	1350	10
<b>Reference</b>			<b>PERIODICALS</b>	<b>365</b>	
Reference	2940	6	<b>Periodical Collection</b>		
Reference (Ency., Dire, etc)	390	6	<b>Adult/Young Adult</b>		
<b>Spanish Language</b>			Back Issues Magazines	65	1
Spanish Language	2560	8	Current Magazines	120	1
<b>Young Adult</b>			Current Newspapers	10	1
Young Adult	5110	12	Young Adult Current Magazine	5	1
<b>Children/Juvenile</b>			<b>Children/Juvenile</b>		
Spanish Language	380	20	Children's Back Issue Magazines	10	1
Spanish Picture Books	380	33	Children's Current Magazines	10	1
Picture Books	10236	20			

Collection based on circulation is calculated over a twelve-month period, beginning on July 1 and ending June 30, the County Library's fiscal year. Materials are categorized according to a set of material codes that are then entered into the online computer system. Reports are generated monthly, using material codes to track circulation.

The following chart shows space needs based on expected collections for the new library:

Calculations for space needs							
Figure 10	Projected				SHELVING		
	Collection	Vols. Per	# of	Shelving Types	# Units	SqFt/	Total
Collection	Size on Shelf	LF	LF		Needed	Unit	SqFt
New Books	125	8	15.63	SF, 1 shelves per unit	1	23	23
Fiction	7676	8	959.50	DF, 14shelves per unit	23	18	414
Mysteries	1920	8	240.00	SF, 7 shelves per unit	12	12	144
Large Print	1577	8	197.13	DF, 7 shelves per unit	10	12	120
Non-Fiction	45951	8	5743.88	DF, 14 shelves per unit	137	18	2466
New Book (Face Out)	125	1	125.00	SF, 9 shelves per unit	9	23	207
Ch Spanish Language	266	20	13.30	SF, 3 Shelves per unit	2	12	24
Reference	2940	6	490.00	DF, 12 Shelves per unit	14	18	252
Reference (ency.,dict)	390	6	65.00	SF, 6 shelves per unit	4	18	72
Romance	960	8	120.00	SF, 7 shelves per unit	6	12	72
Ch Picture Books	6653	20	332.65	DF,6 Shelves per unit	19	18	342
Sci. Fic.& Fantasy	960	8	120.00	SF, 7 Shelves per unit	6	12	72
Ch Easy Readers	1690	20	84.50	DF, 6 Shelves per unit	5	18	90
J Fiction	4316	13	332.00	DF, 10 Shelves per unit	12	18	216
J Non-Fiction	15278	13	1175.23	DF, 10 Shelves per unit	40	18	720
Westerns	479	8	59.88	SF, 7 shelves per unit	3	12	36
Spanish Lang	2048	8	256.00	SF, 7 Shelves per unit	13	12	156
Books on Tape	693	10	69.30	SF, 5 shelves per unit	5	12	60
Videos	2515	10	251.50	DF, 10 shelves per unit	9	20	180
Books on CD	225	25	9.00	Display Bowser	1	24	24
DVD	504	10	50.40	Display Bowser	2	24	48
Audio Cassette	360	19	18.95	Display Bowser	2	70	140
CD-ROM	144	25	5.76	Display Bowser	2	24	48
Back Issue Magazines	75	1	75.00	SF, Mag Display w/6 shelves	3	18	48

### Reader Seats

Interim Standards set by the American Library Association were used to determine seats required for the new library. The following chart shows the seating needed in each major area of the new library and the square footage required:

Figure 11			
Square Footage Allocation for Reader's seats			
Type	# of seats	Sq Ft per Item	Total SqFt
<b>Browsing</b>			
Reader's Chairs	2	0	0
<b>Children's Area</b>			
Child's Chair (Stacking)	50	5	250
Child's Lounge Chair	6	20	120
Child's Chair	24	0	0
Juvenile Chairs	12	0	0
Child's Bench	1	14	14
<b>Fiction Area</b>			
Chair, Lounge	2	35	70
Chair, Readers	16	0	0
<b>Young Adult</b>			
Reader's Chairs	4	0	0



## Technology

The new facility will be wired for maximum flexibility in arrangement of communication and electrical terminals. Following are the technological needs as noted in the Building Program (LIBRIS):

Square Footage Allocation for Technology				
Space	Item	# Units	Item SF	Total SF
<b>Entrance</b>	Telephone, pay	1	0	0
	Security camera	1	0	0
<b>Meeting Room/Computer Center</b>				
Meeting Room	Projection screen	1	0	0
	Projector, data portable	1	0	0
	Technology Cart	1	10	10
Computer Center (Lab)	Computer, Desktop	40	0	0
	Printer, In-Jet (B/W)	2	0	0
	Printer, Laser	1	0	0
	AV cart, small	1	10	10
	Projection screen	1	0	0
	Projector, data desktop	1	0	0
	Workstation	40	25	1000
Instructor's Office	Computer, Desktop	1	0	0
	Printer, In-Jet (color)	1	0	0
	Telephone, handset	1	0	0
Mechanical Room	Router	1	0	0
	Switches	2	0	0
<b>Circulation Svcs</b>				
Check-out Desk	Self Check-out on/counter	1	25	25
	Security gates	2	35	70
	Computer, Desktop	2	0	0
	Receipt Printer	2	0	0
	Bar Code Reader	2	0	0
	Demagnetiser	2	0	0
	Telephone, handset	1	0	0
Staff Workroom	Bar Code Reader	2	0	0
	Computer, Desktop	1	0	0
	Printer, Ink-Jet (color)	1	0	0
	Workstation	1	25	25
	Fax machine, desktop	1	0	0
	Telephone, handset	1	0	0
Branch Manager's Office	Computer, Desktop	1	0	0
	Printer, Ink-Jet (color)	1	0	0
	Telephone, handset	1	0	0
<b>Children's Library</b>	Computer, OPAC	4	0	0
	Printer, Ink-Jet (B & W)	2	0	0
	Computer Stand	4	20	80
	Computer, OPAC	4	0	0
	Printer, Ink-Jet (B & W)	2	0	0
<b>Reference Svcs</b>	Computer, Staff Desktop	2	0	0
	Printer, Ink-Jet (color)	2	0	0
	Telephone, handset	1	0	0
<b>Browsing</b>				
Reading Area	Computer, OPAC	4	0	0
	Printer, Ink-Jet (B & W)	2	0	0
	Computer Stand	4	20	80

Demand for more Internet access and computer programs at the Highland Library is greater than the current sixteen (16) public computers provided in the Gates Lab, and the four (4) Internet terminals provided in the Reference Section. With the new building, an additional 24 Internet access computers will meet the needs of the community.

The actual computers do not equate to square footage; however, the furniture (technology stations) on which they are placed factor into the LIBRIS program as square footage. The LIBRIS program was used in this grant application process.

### **Staff Offices and Workstations**

The County Library is committed to full staffing for its Highland Branch. Service at the highest levels is the intended goal for this new facility. The project staffing of 19 FTE compares to the current staffing of 12.0975 FTE. This is in line with similar size branch libraries in the system.

A large portion of Highland's population is first generation immigrants whose native language is Spanish. There will be at least one staff member who will have oral and writing skills in Spanish in order to communicate with this population.

Projected staffing will consist of:

<b>Position</b>	<b>Hours per week</b>
Regional Manager	40
Librarian II	40
Librarian I	40
Library Associate/Env. Learning	40
Library Associate/Computer Lab	40
Library Associate/Reference	40
Library Associate/Children	40
Library Assistant/Reference - 2 @ 20	40
Library Assistant/Children - 2 @ 20	40
Library Assistant/Adult - Literacy	20
Library Assistant/Adult - Reference - 4 @ 20	80
Library Assistant/Adult - Computer Lab - 5 @ 20	100
Library Assistant/Adult - Env. Learning - 2 @ 20	40
PSE/ Page/Circulation - 8 @ 20	200
<b>Total FTE</b>	<b>19</b>

### **Branch Manager's Office**

In the current leased facility there is a small designated Branch Manager's Office. The new facility will house a 120 square foot office designated for the Branch Manager's use. This will provide sufficient workspace for everyday tasks as well as space for meeting with patrons and/or staff on an individual basis. Located in close proximity to the Circulation Desk and adjacent to the library's main floor, the Branch Manager can be available on short notice when needed.

## **Staff Work Room**

The Reference Work Room is designed to double as a sorting area for returned books and “behind the scenes” day-to-day tasks associated with the inter-workings of a library. Processing of donated books, patron application completion, program planning and preparation, and delivery of patron requested materials take place here. Equipment to complete these tasks and shelving to store supplies for library services will be included in this 453 square foot room.

## **Staff Lounge**

The current facility has a small staff lounge area in the back of the workroom, crowded in with the supply shelving and a workstation. The new library will have a 340 square foot lounge with a kitchenette.

## **Staff Restroom**

In the current facility, there is one separate staff restroom. The restrooms do not meet ADA requirements and there is no room for expansion of the facility. Staff will have two unisex, single stall restrooms that meets ADA standards when the new facility is built. As non-assignable space in the building program, the staff restroom does not figure into the designated square footage.

## **Circulation Desk**

The new facility will have a circulation desk that is manufactured for that purpose. With shelving for requested materials, spacious workspace and attractive construction, the new circulation desk will be housed in a 354 square foot area inside the entry to the main library floor. This position will afford visual supervision of the entry, lobby (including the public restroom entrances), and the browsing, periodical and Friends’ book sale store.

## **Reference Desk**

The current Reference Desk consists of three old wooden desks, side by side, where four people are normally stationed. A functionally designed reference desk occupying 264 square feet is situated in the proposed main library in a strategic location for access and visual supervision by staff, adjacent to the non-fiction and reference collections, the Young Adult Area, Career Center and Homework Center. All the square footage was determined using the LIBRIS design standards.

## **Meeting Rooms**

There is no separate meeting room in the current facility. A Community Room of 750 square feet was sacrificed to accommodate a Gates Computer Lab and the Environmental Learning Center Project Office. A small area of the Workroom was converted with freestanding dividers to provide a temporary meeting room space for up to 10 people. This space is shared by staff, Literacy tutors, Friends of the Library, Literacy Coalition, and small community groups. This was one deficiency most often mentioned in focus group meetings during the Needs Assessment process. Programs are adversely affected because they must take place in the library proper, usually in the Children’s Area, just in front of and adjacent to the Circulation

Desk, creating undue noise for patrons who need reference assistance or who are checking out materials. The new library provides a 929 square foot area for Children's and Family Literacy programs off of the Children's Library, in a sound and traffic isolated space. In addition, a 2,000 square foot space has been configured to provide a 367 square foot dividable conference room with a kitchenette, to accommodate up to 20 people, and a 1,632 square foot Multi-Media Presentation Room that will accommodate up to 100 people. A 451 square foot Activity Room, equipped with wash sinks provides additional space for children's and adult arts and crafts programming.

### **Study Rooms**

To support the Cooperative Agreement with the School District, the Library plan includes two small study rooms for use by students for quiet study, and teachers for teacher-parent conferences. These rooms will be 40 square feet each, with connections for laptop computers that patrons may hook-up to the Internet and for personal computing needs. A table and two chairs, along with a wall mounted white board for instruction purposes will be included. Supervision by reference staff will be available through the ½ glass walls and glass doors that front each room.

### **Children's Library**

The Children's Library will be housed just inside and to the left of the main entrance, in a 5,480 square foot area, adjacent to the Environmental Learning Center, and isolated from the adult portions of the library. With their own space, children will enjoy picture books, easy readers and board books while lying on the floor or lounging on the bench seats or seated at the child-size tables. This area will include murals that carry out a child-friendly motif. As a co-located library with Cypress Elementary School, the space includes a Children's Desk for the school library clerk, and an office for the Children's Librarian, located on opposite sides of the space to provide adequate visual supervision.

### **Special Purpose**

#### **Environmental Learning Center:**

This subject matter specialty area includes a 1,000 square foot Discovery Room, a 2,100 square foot Exhibit Room, an enclosed outdoor auditorium, and a unique 15,000 square foot rooftop landscape area for outdoor programming and displays. The Discovery Room will house a collection of living and non-living examples of animals, reptiles, amphibians, plants, and aquaria, as well as information links to print and electronic information to be found in other areas of the library. The Exhibit Room will house permanent and rotating interactive displays on a number of environmental topics, ranging from consumer recycling and energy conservation to "green" architecture and sustainable building examples. Permanent displays will include a Living Machine® and Living Wall® to demonstrate the air and water cleansing processes of nature. Activities, crafts, programs, resources and materials will be developed for K-12 students in accordance with the priorities established in the Needs Assessment for the Environmental Learning Center. Classes, programs, and craft activities will be conducted in the Activity Room, Multi-Media Room, and/or Outdoor Auditorium. The rooftop landscape area will house a weather station, a display of solar applications, a composting demonstration, organic garden plot, native species garden, aquatic pond, and other experiential activities to engage students and teachers in tactile, experiential learning.

A special collection of in-depth environmental documents, books, videos, CDs and other print and electronic resources will be developed, maintained and centrally housed for use by the 28-branch system on a regional basis.

Staffing will be enhanced through the use of interns from the University of Redlands Environmental Studies Department, as well as volunteers, parents, and professionals in the field of environmental studies.

### **Computer Center:**

The 1,224 square foot computer center will house 40 desktop computers that are Internet connected. Classes in computer use from elementary to intermediate levels will be conducted on a scheduled basis. The nearby schools may schedule class visits during which the library staff will teach students how to access the County Library's online catalog of holdings, and electronic reference databases. Regular library patrons may use the computer center to search job banks; complete resumes; research needed information via the Internet or electronic reference databases<sup>2</sup>; practice literacy skills; and, perform general word processing or spreadsheet functions.

### **7) Non-Assignable Space**

The current Highland Branch Library contains 10,104 gross square feet. Assignable space occupies 79% of total gross square footage, or 8,000 square feet. Non-assignable space is 21%, or 2,122 square feet. This figure was determined by deducting assignable space from total gross square footage. Non-assignable space consists of aisles, entryways, hallways, wall thickness, and any other space not assignable to a program area or staff function.

The proposed new library building contains 30,016 gross square feet. Assignable space occupies 75.3% of total gross square footage, or 22,602 square feet. Non-assignable space is 24.7%, or 7,413 square feet. This figure was determined by deducting assignable space from total gross square footage. Non-assignable space consists of aisles, entryways, hallways, wall thickness, and any other space not assignable to a program area or staff function.

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<sup>2</sup> Electronic reference databases include SBCL's online catalog, electronic books, periodicals and newspapers, history resources including primary source documents, tutoring for civil service tests and English, health and business references, and a 24/7 virtual librarian.